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ABSTRACT

This report describes the state-mandated review of Florida's child care programs. Florida's community colleges offer a total of six different degree or certificate programs in child care: Child Development and Education; Child Care Center Management; Child Development Early Intervention; Child Care Provider (discontinued in 98-99); Early Childhood Education; and Child Care Center Operations. Most important in the offering are the courses that meet statutory requirements for obtaining entry level positions and licensure, and those programs that prepare students to earn the national Child Development Associate (CDA) credential or its Florida equivalent. In the 1997-98 reporting year, the Florida Community College System (FCCS) enrolled more than 3,500 students in formal programs and graduated 600 students. Additionally, the FCCS operated 20 on-site day-care centers, cared for more than 1,400 children, and distributed more than 1.2 million dollars in child care related financial aid. Of the 21 colleges offering child-care programs, a majority reported increasing enrollments, extremely high demand for graduates, low wages for entry-level positions, and low program completions for most programs. It is recommended that colleges examine what factors are influencing completion rates and how completion rates could be increased. (JA)

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ED 451 882

FLORIDA COMMUNITY COLLEGE SYSTEM

PUTTING MINDS TO WORK

Child Care

A Level III Review

State Board of Community Colleges

JC010329

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FLORIDA COMMUNITY COLLEGE SYSTEM

PUTTING MINDS TO WORK

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Preface

The State Board of Community Colleges (SBCC) is mandated to review instructional programs on a five-year cycle [Sections 240.147(5) and 240.312, Florida Statutes (F.S.) and Rule 6A-10.39, Florida Administrative Code (F.A.C.)]. The review of child care programs in the Florida Community College System (FCCS), which follows, fulfills the statutory requirement.

The purpose of this review is to gather information about and describe the child care programs that are offered at Florida's community colleges. This information will be used by the State Board of Community Colleges to assess the current status of the colleges' child care programs and review any emerging issues. Special recognition is given to Lori Nolen, former Director of Tallahassee Community College Continuing Education Programs, for serving as consultant on this review.

There are three types of vocational programs reviewed in this study: the Associate of Science Degree (PSV), the College Credit Certificate (PSVC), and the Vocational Credit Certificate (PSAV).

Florida's community colleges offer a total of six different degree or certificate programs in child care. There are two Associate of Science degrees, one College Credit Certificate, and three Vocational Credit Certificates. These are:

Associate of Science Degrees

- PSV Child Development and Education
- PSV Child Care Center Management

College Credit Certificate

- PSVC Child Development Early Intervention

Vocational Credit Certificates

- PSAV Child Care Provider (Discontinued in 1998-99)
- PSAV Early Childhood Education
- PSAV Child Care Center Operations

Associate of Science degrees are traditional 63-college credit hour programs that prepare a student to enter the workforce or to go on to earn a bachelor's degree. College Credit Certificate programs are shorter college credit hour programs (36 credit hours) that prepare a student to enter the workforce. Vocational Credit Certificate programs are postsecondary adult education courses that prepare students to enter the workforce upon completion of the program.

In addition to these credit programs, most colleges offer a variety of non-credit child care courses that parallel or complement their credit programs.

Executive Summary

Many of the recent studies in the area of child care indicate that high-quality child care has no ill effects on the intellectual, social, or emotional development of children, and in fact, can provide equivalent and sometimes better environments for children than parental care. Some studies have even suggested that high-quality child care can be used as an intervention for "at risk" children - improving their odds for future success.[1] What many people fail to realize is that these studies cite success for *high-quality* child care and not average or low-quality child care.

Both federal and state agencies are attempting to improve child care and create more *high-quality* child care settings by increasing training requirements and standards for credentials. As professional standards for child care workers increase, Florida's community colleges play an increasingly indispensable role in meeting the state's burgeoning need for a skilled child care workforce.

Six programs offered by the community colleges, in combination with a variety of non-credit courses provide students with skills to assume or maintain entry level, supervisory, instructional, or administrative positions throughout the industry. Most important in these offerings are the courses that meet statutory requirements for obtaining entry level positions and licensure, and those programs that prepare students to earn the national Child Development Associate (CDA) credential or its Florida equivalent.

In the 1997-98 reporting year, the Florida Community College System (FCCS) enrolled more than 3500 students in *formal* programs and graduated 600 students. Hundreds of students earned the national CDA or its equivalent. Thousands of others received the basic 30 hours of training required for initial licensing, and hundreds more returned to the community college system for required in-service. Additionally, the FCCS operated 20 on-site day-care centers, cared for more than 1400 children, and distributed more than 1.2 million dollars in child care related financial aid.

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[1] New York Times, *Quality Day Care, Early, Is Tied to Achievements as an Adult*, October 22,1999.

Overall, four of the programs appear to be growing or stable and account for 99% of the total enrollments in child care programs. Increased state and federal training requirements virtually guarantee that these enrollments will continue to increase. However, most of the programs have low to moderate completion rates and potentially low wages for graduates. Placement rates are high for both students who complete the programs, as well as for those who complete only a portion of the program, indicating there is a high demand for graduates in this area.

Of the 21 colleges offering child care programs, a majority reported:

- Increasing enrollments
- High placements
- Extremely high demand for graduates
- Low wages for entry-level positions
- Low program completions for most programs, but higher completions in some college credit programs
- A majority of students already working in the field

They also reported that most non-completers were:

- Already working in the field
- Placed "in-field" upon leaving the program

Most colleges reported waiting lists from the industry for program graduates or program participants and credited increasing or steady enrollments to:

- Increased state and federal training requirements
- Availability of Teacher Education and Compensation Help (TEACH) Scholarships and financial aid for child care
- Creative scheduling of night and weekend classes

Other findings of note include:

- Eight colleges reported plans to open programs in response to community need.

- Four of the colleges reported that Occupational Completion Points (OCPs) are a positive recognition of those students entering the workforce as a result of training they had received at the community college.
- At least 12 colleges reported plans to expand programs to meet the need for a recently established, state-required, Directors Credential.
- Thirteen colleges operate a child care facility (or multiple facilities) on campus for a total of 20 centers that care for more than 1400 children.
    - Nine of these colleges staff the center with college employees.
    - Eleven colleges use the child care facility as a laboratory school.
    - Four colleges plan on adding new or additional child care centers to their campuses, bringing the total of existing and planned centers to 28 statewide.
- Three colleges have articulation agreements in place with private four-year universities.
- Nearly two-thirds of the colleges have articulation agreements in place with high schools and vocational-technical centers.
- Many colleges articulate credit within their own programs. Internal articulation exists between non-credit, vocational credit, and college credit.
- Program directors believe increasing program enrollments are mostly caused by state and Head Start training requirements.
- Program directors report good relationships and cooperation with their communities.
- Program directors are increasingly aware of the need to have their programs listed as targeted occupations on the High Skill/High Wage (HS/HW) and Work and Gain Economic Self-sufficiency (WAGES) lists.

Those colleges that reported "very successful programs" attributed their success to:

- How programs are organized to deliver required training
- Creative scheduling of class times
- The program director's work with the community and/or the Central Training Agency of the Florida Department of Children and Families (FDCF)

- The ability of faculty and staff to foster a sense of camaraderie and support among the students

Recommendations

Child care programs offered through Florida's community colleges are a vital link in the state's effort to provide high-quality child care. Given the state's reliance on community colleges as a training ground for its child care workforce, the State Board of Community Colleges makes the following recommendations.

1. **Since program completion rates appear to be low for most of the programs studied, the colleges should examine what factors are influencing completion rates and how completion rates could be increased.**

2. **Some of the programs offered are growing, while others are in decline. It is recommended that the Occupational Education Standing Committee (OESC) feature best practices in child care programs as a means of sharing quality programs with all colleges.**

3. **Some of the community colleges reported that data they reported to the SBCC did not accurately reflect what was actually going on at the college. It is recommended that the colleges ensure that program directors verify data to be reported to the SBCC. If discrepancies still exist after local verification, then the colleges should pursue the issue with State Board staff.**

4. **The colleges are articulating credit from several sources for a wide range of credit. For example, the national CDA is articulated for as few as three and as many as 12 college credits, depending on the college. While this variation from college to college may be normal, it is recommended that the colleges and the SBCC examine ways to achieve greater consistency.**

5. **Based on what the colleges reported, it appears that the required clock hours for vocational programs varied a great deal from college to college. Again, while this may be normal, it is recommended that further study of these programs might determine the degree of difference from college to college and if this variation is beneficial for the colleges and students.**

6. **Some colleges structured their programs to couple work experience with classroom hours. These same colleges reported higher completion rates for their programs. If after further study this program structure did prove to increase program completions, it is recommended that colleges structure their programs in this way to increase program completions and receive appropriate funding.**

Finally, the State Board of Community Colleges should continue to:

- Provide child care financial aid to students
- Support the TEACH Scholarship program
- Encourage colleges to apply for federal child care Access Grants

These funds not only assist students with entering and completing a program; they also indirectly benefit on-campus child care centers and the colleges who use these centers as laboratory schools.

Introduction

The SBCC conducted this program review of Child Care Programs in the Florida Community College System (FCCS) as part of its statutory requirements for such review [Sections 240.147 (5) and 240.312, F.S. and Rule 6A-10.039 F.A.C.]. The purpose of the study was to gather information about child care programs that are currently offered at Florida's community colleges. The services of a consultant were utilized in the preparation of the review.

Methodology

The data for this study were collected through a variety of sources including both quantitative and qualitative information. First, a telephone survey was developed and approved by the SBCC staff. Then telephone interviews were conducted with college personnel, the majority of which were the colleges' child care program directors or the occupational deans. In addition to the interviews, the SBCC provided demographic and program-related data, program descriptions from the Curriculum Frameworks, and state-related financial aid data. Other state and national information was gathered through the local Head Start Office, the Head Start Web Page, the Florida Department of Children and Families, the Florida Children's Forum, the Florida Early Childhood Educator's Network, the Displaced Homemaker Trust Fund Program Office, and the Federal Department of Education.

Background

A great deal of what is offered in community college child care programs is profoundly influenced by:

- Florida Department of Children and Families training requirements
- Federal Head Start Program training requirements
- National Child Development Associate (CDA) credentialing requirements
- Florida Children's Forum programs and actions

The information below outlines these entities.

Florida Department of Children and Families

Credentialing Requirements

The Florida Department of Children and Families requires that child care facilities must have one child care personnel with one of the following qualifications for every 20 children:

- A national Child Development Associate (CDA) credential
- Formal education requirements
    - B.A., B.S. or advanced degree in early childhood education/child development, family and consumer sciences, or elementary education, with certification to teach any age, birth through sixth grade
    - A.S. or A.A. degree in child development plus 480 hours experience in a child care setting serving young children from birth through eight years of age
    - A.S. degree or higher, with six college credit hours in early childhood/child development, plus 480 hours experience in a child care setting serving young children from birth through eight years of age
    - A CDA Educational Exemption Certificate from a community college
- Graduation from an approved Florida CDA Equivalency Training Program
- Employment History Recognition Exemption

Minimum Training Requirements

The Florida Department of Children and Families also requires specific training for the different types of child care professionals. This year these training requirements have been expanded and new training requirements have been established. Table 2 outlines current and future training requirements.

Table 1

Child Care Professional	Current Hours of Required Training	Expanded Hours of Required Training	New Training Requirements
Entry Level Child Care Personnel	Part I – 20 clock hours Part II – 10 clock hours	Part I – 30 clock hours Part II – 10 clock hours	--
Family Home Day Care	3 clock hours	30 clock hours	--
Family Group Home Day Care	N/A	N/A	40 clock hours
Child Care Facility Directors	N/A	N/A	40 clock hours A CDA credential or an approved equivalent, exemption, or history recognition 1-3 approved courses in early child care and education program management
All Child Care Personnel	8 in-service clock hours annually	N/A	--

Head Start

Head Start is a national program which provides comprehensive developmental services for low-income, pre-school children ages three to five, and social services for their families. One of the services provided by Head Start is the preschool classroom for children ages three and four. There are a total of 62 Head Start Centers in Florida serving every county in the state.

Training Requirements

Head Start requires that every Head Start preschool classroom have at least one head teacher with the national CDA credential. Furthermore, the Head Start Reauthorization Act of 1998 requires that 50% of the Head Start teachers nationwide have an associate level degree in Child Development by the year 2003. When Head Start is authorized again in 2003, Head Start teachers likely will be required to have an even higher level of educational credentialing in Early Childhood/Child Development.

National Child Development Associate Credential

As previously described, both the Florida Department of Children and Families and Head Start require the national CDA or its equivalent for teachers with certain numbers of children in classrooms. The Council for Early Childhood Professional Recognition in Washington, D.C., issues the national CDA. This credential is recognized nationwide.

Credentialing Requirements

To obtain the national CDA a candidate must obtain the following:

- 120 clock hours of classroom training in early childhood development/education
- 480 clock hours of experience in a child care setting
- Documented observation of the candidate's performance in a child care setting by a qualified observer
- Evaluations from the parents of the children under the candidate's care

The candidate must submit evidence of having obtained these things and then must remit $325 to the council. The credential is awarded once the candidate's portfolio is accepted and he or she passes both a written and oral exam.

Florida Children's Forum

The Florida Children's Forum is an umbrella agency of the Florida Department of Children and Families. Among many other things, it provides oversight services for the

FDCF. Two issues under its supervision that impact community colleges are the TEACH Scholarship and the recently created Directors Credential.

TEACH Scholarships

TEACH Scholarships are scholarships provided for individuals currently employed a minimum of 30 hours per week in a child care setting that desire to obtain specified levels of education in the area of child care. They are awarded to students with the stipulation that the student's employer must sponsor the student by providing specified types of assistance and that the student sign a contract to stay with their current employer for a specified time following the completion of one year of education.

Colleges have reported that the availability of these scholarships has increased enrollments and completions in child care programs.

Directors Credential

Legislation was passed in Florida during the 1999 legislative session that will require child care and education program directors/administrators to have a credential as part of the minimum licensing standard by January 1, 2003. The competencies for the credential were developed by the Florida Children's Forum under a contract from the Department of Children and Families. The community colleges are individually developing courses to meet these competencies, and the courses must be approved by the Florida Children's Forum prior to being offered at the colleges.

General Description of Child Care Programs

There are six types of child care degrees or certificates available to students throughout Florida. These are:

Associate of Science Degree

Child Development and Education

Child Care Center Management

College Credit Certificate

Child Development Early Intervention

Vocational Credit Certificate

Child Care Provider

(Discontinued in 1998-99. Now reported as Early Childhood Education.)

Early Childhood Education

Child Care Center Operations

While most colleges offer one or two of these programs, seven colleges offer no programs and five colleges offer three programs. (See Table 2, page 8)

Four programs were responsible for ninety-nine percent of all enrollments in reporting year 1997-98. These four were:

- Child Development and Education
- Child Care Center Management
- Child Development Early Intervention
- Child Care Provider

Early Childhood Education and Child Care Center Operations had respectively only seven and 20 enrollments for 1997-98.

Twenty colleges offer some type of child care Associate of Science (A.S.) Degree program. The program offered most often is the A.S. Degree in Child Development and

Education. Eighteen colleges currently offer this degree. Three colleges offer the A.S. Degree in Child Care Center Management. One college offers both A.S. Degrees.

The next most common type of program is the College Credit Certificate program. Ten colleges offer this certificate. One college may open a PSVC program during 2000-01.

Finally, five colleges offer an Early Childhood Education, Vocational Credit Certificate, two offer a Child Care Provider, Vocational Credit Certificate, and one offers a Child Care Center Operations, Vocational Credit Certificate. Seven other colleges may open a PSAV program during 2000-01. Of the seven colleges *not* offering child care programs currently, two are considering opening PSAV programs.

All twenty colleges offering child care programs either;

- coach students to successfully apply for and obtain national CDA certification;
- award a CDA equivalence;
- offer a CDA waiver; or,
- offer an A.S. or other program that satisfies state of Florida training requirements for child care professionals.

In general most students obtain a CDA or its equivalent by completing an A.S. Degree or College Credit Certificate program or by completing several college credit courses that are part of a formal program.

A majority of colleges offer some type of child care training through their non-credit programs. Most, if not all, of these offerings provide state required training or continuing education to child care workers. Some colleges offer CDA equivalent programs through non-credit.

Table 2
Program Offerings by College (1999-2000)

College	Child Dev. & Educ. AS Degree **PSV**	CC Center Managmnt. AS Degree **PSV**	Child Dev. Early Int. CC Cert. **PSVC**	CC Provider Voc. Cert. **PSAV**	Early Childhood Educ. Voc. Cert. **PSAV**	CC Center Operations Voc. Cert. **PSAV**
1. Brevard CC	X		X		X	
2. Broward CC	X					
3. Central Florida CC	X				X	
4. Chipola Junior College	X					
5. Daytona Beach CC	X		X	X		
6. Edison CC						
7. Florida CC at Jacksonville		X			X	
8. Florida Keys CC						
9. Gulf Coast CC	X		X			
10. Hillsborough CC		X				
11. Indian River CC	X		X			X
12. Lake City CC						
13. Lake-Sumter CC						
14. Manatee CC	X		X			
15. Miami-Dade CC	X					
16. North Florida CC						
17. Okaloosa-Walton CC	X		X			
18. Palm Beach CC	X		X		X	
19. Pasco-Hernando CC						
20. Pensacola Junior College	X		X			
21. Polk CC	X					
22. St. Johns River CC			X		X	
23. St. Petersburg Junior C	X					
24. Santa Fe CC	X		X		X	
25. Seminole CC	X	X		X		
26. South Florida CC	X					
27. Tallahassee CC	X					
28. Valencia CC						
Total	18	3	10	2	5	1

Student Performance

Enrollments

Generally, most colleges reported increasing to steady enrollments for child care programs. Particularly, most colleges noted increasing enrollments in the Child Development and Education A.S. Degree program.

Data from the State Board of Community Colleges show that while enrollments are rising slightly in the Child Development and Education A.S. Degree program, the College Credit Certificate and the Child Care Provider Vocational Credit Certificate programs actually have the greatest percent increase in enrollments.

Enrollment data for 1997-98 show increasing enrollments in the most heavily populated programs:

Program	Percent increase/decrease in enrollment from 1996-97	Total Number of Enrollments 1997-98
Child Development Education (A.S. Degree)	+3.7%	2142
Child Development Early Intervention (College Credit Certificate)	+66%	568
Child Care Provider (Vocational Credit Cert.)	+17.6%	449
Child Care Center Management (A.S. Degree)	-5.3%	377
Early Childhood Education (Vocational Credit Certificate)	-22%	7
Child Care Center Operations (Vocational Credit Certificate)	-85%	20

Most colleges cited increasing FDCF and Head Start training requirements as reason for increasing enrollments. Eight colleges mention the TEACH Scholarship as having a positive impact on enrollments.

Alternative scheduling practices appear to positively influence enrollment. Colleges reported that enrollments increased upon changing the times that child care classes met to nights and weekends. Others have scheduled needed college preparatory classes prior to evening child care classes to assist students in obtaining all the courses they need to complete a program. Some colleges are coupling distance learning with standard programs to give students more flexibility in their schedules.

Completions

In general, colleges reported low completion rates for the programs. Six colleges stated they had low completion rates across all programs. Eleven colleges reported high completion rates for the A.S. Degree programs and lower completion rates for both the Vocational Credit and College Credit Certificate programs. SBCC data show that the College Credit Certificate programs actually have the greatest percentage (75%) of completers to enrollments. Other programs average only 8% of completers to enrollments.

Colleges attribute low completion rates to several factors:

- A student's ability to go to work after the completion of only 30 hours of training
- A student's ability to obtain a national credential after completing only 120 hours of training
- The low level of academic preparedness of students entering the programs
- Low entry-level wages for graduates
- A misclassification of students as enrolled in the program, when their true intent was to obtain the minimal amount of training needed to begin work

Colleges that reported the highest program completions were those that created courses which combined a portion of the classroom training with a portion of the needed practical experience hours. This program structure kept students enrolled for the entire program because the classroom training was delivered over time. Students had to complete all courses in order to get the needed 120 hours of classroom training. Since a portion of the practical experience was embedded in each class, colleges obtained full credit for 600

hours of training. Programs that were structured to deliver the 120 hours of training in a compact format up front reported lower program completions. Students enrolled for just enough course work to obtain the 120 hours then left the program to apply for the CDA and go to work.

Colleges reported that most leavers and completers are successfully placed "in-field" or, in the case of the A.S. degree, may also go on to pursue a bachelor's degree. Many colleges reported that most students were already employed "in-field" while attending school.

Placements

Eighteen colleges estimated their placement rates were close to 100%. SBCC data indicate that placement rates for most programs exceed 90%.

Child Care Centers

Thirteen colleges operate a child care facility (or multiple facilities) on campus for a total of 20 centers with more than 1400 children enrolled.

- Nine colleges staff their center(s) with college employees.
- Eleven colleges use the child care facility as a laboratory school.
- Four colleges plan on adding new or additional child care centers to their campuses, bringing the total of existing and planned centers to 28 statewide.

The average number of children served at a college child care facility is 72. The smallest center is licensed for 20 children; the largest facility is licensed for 130 children.

Most colleges reported their centers to be filled to desired capacity. Often colleges enroll fewer children than their centers are licensed for because the colleges desire to maintain quality with smaller class sizes.

Colleges reported extreme value in having lab schools for student use. Students use the child care facilities to observe current practices in a live child care setting, complete internships, obtain work experience, conduct research, and review educational materials.

Financial Aid to Students with Children

There are a few financial assistance programs for students that relate to on-campus child care centers. The Florida Child Care Financial Aid appropriation, the Displaced Homemaker Trust Fund, and the Federal Child Care Access Grants all provide funds that may directly or indirectly go to pay for students' campus-based child care expenses.

Florida Child Care Financial Aid

The 1998 Legislature appropriated nearly 1.2 million dollars to the SBCC for the purpose of providing child care financial aid to students. The money was distributed to the colleges who assisted more than 1,829 students statewide.[2] The colleges reported that most students who were assisted would not have been able to attend college otherwise, nor would they have been able to go on and complete their program of study in a more timely manner. Both students and the colleges expressed overwhelming appreciation and support for these funds. The colleges also reported that there was a tremendous amount of unmet need and that students could use much more assistance of this type.

Displaced Homemaker Trust Fund

An additional $9,000 of child care financial aid was available to students from the Displaced Homemaker Trust Fund. Nearly half of these funds were awarded as scholarships to students at North Florida Community College in Madison County.

Federal Child Care Access Grants

The Child Care Access Means Parents in School program, which was created under the Higher Education Act of 1998, provides money to colleges to help low-income student-parents attend postsecondary education by providing them with campus-based child care

[2] See Appendix B for a more detailed report on this Financial Aid Program.

services. This year three community colleges, Broward, Central Florida and Miami-Dade, received a total of more than $410,000 from this program.

Child Development Associate Credential

Colleges offer the CDA or its equivalent in many different ways. Based on the information gathered from the colleges, it appears that students most commonly achieve a CDA by completing a certain number of college credits from the A.S. Degree or College Credit Certificate programs that provide them with 120 hours of classroom training. Students then complete their portfolio on their own, document 480 hours of needed experience, and apply for a national CDA.

Most of the colleges' child care A.S. Degree programs contain the needed training components to qualify for a Florida CDA equivalence. However, some college's offer an FDCF *approved* CDA Equivalency Program or Waiver Program where students receive a CDA Equivalency Certificate or CDA Waiver. Other colleges coach students through all aspects of obtaining the national CDA (and by default, a Florida equivalence) via one of their formal programs. Others offer the equivalent of a CDA entirely as non-credit, vocational credit, or as some combination of college credit, vocational credit, and non-credit.

Non-Credit

Non-credit training is an indispensable part of some of the colleges' child care programs. Many colleges use non-credit courses as a way to offer certain components of the CDA. Other colleges offer non-credit courses that meet all the requirements of college credit courses and later articulate these courses for college credit. Others run parallel credit and non-credit CDA programs.

Although half of the colleges include the required entry-level 10- and 20-hour training component in the first course of a college or vocational credit program, many also use

non-credit classes to deliver this training. Non-credit courses are also used to provide required annual in-service training, eight-hour first aid and CPR classes, three-hour family home day-care courses, and others.

Growth/Decline in Programs

While colleges reported concern for the future of their child care programs because of the emphasis on high wage/high skilled graduates, eight colleges stated that they are considering or planning to open new programs in order to meet community need. Seven colleges stated that they planned to open PSAV programs and one college reported plans to reopen a previously closed PSVC program. Two colleges that currently offer no child care programs said the start of a PSAV program was being considered.

Twelve colleges stated they would be expanding programs to incorporate the new Child Care Facility Directors Credential.

Program Hours/Course Availability

Program Hours

A.S. Degree

According to the SBCC Program Inventory for 1998-1999, the length of the A.S. Degree program in Child Development and Education is 63 college credits at sixteen of the seventeen colleges offering the program.

College Credit Certificate

The length of the College Credit Certificate in Child Development Early Intervention is 36 college credits at five of the nine colleges offering the program. The length of the program at Palm Beach Community College is 12 college credits and at Gulf Coast Community College it is 14 college credits for students who can document 480 hours of direct supervision of children.

Vocational Credit Certificate

The program hours and organization of the Vocational Credit Certificates were widely varied. While at least one college claimed to offer 900 clock hours, most colleges (8 out of 11) seemed to cluster their programs around the 600 clock hours required for the CDA equivalence.

There is wide variation in the way colleges have organized their certificate programs. Some colleges offer the FDCF required 10- and 20-hour classes as the first class in the vocational program. Other colleges offer vocational courses that contain portions of the required class time and practical experience needed for the CDA. Other colleges structure courses to quickly deliver 120 hours of classroom training required for the CDA. Nearly every college has structured their vocational certificate program differently in an attempt to meet community need and capture the most state funding. However, it appears that those programs that reported the highest program completions were those programs that combined classroom training with practical experience. This program structure essentially "captured" the actual student effort and delivered the optimal funding to the college. Programs that delivered all the classroom training up front lost students before completion. Students often obtained just enough training to go to work or to apply for the national CDA.

Occupational Completion Points

A full set of Occupational Completion Points (OCPs) has been agreed to and added as a mark of educational progress towards an occupational goal. It is believed that future analysis of these OCPs will result in better identification of student effort and help to answer questions about non-completers.

CHILD DEVELOPMENT AND EDUCATION
OCCUPATIONAL COMPLETION POINTS

0420020203	**Child Development and Education**	**0063**
A.A.S.	**1420020203**	
A.S.		
A	Early Childhood Educator	0006
B	Early Childhood Assistant	0009
C	Early Childhood Associate Teacher	0015
D	Early Intervention Teacher Assistant	0036
E	Early Childhood Teacher	0063
0420020204	**Child Development Early Intervention**	**0036**
C.C.C.		
A	Early Childhood Educator	0006
B	Early Childhood Assistant	0009
C	Early Childhood Associate Teacher	0015
D	Early Intervention Teacher Assistant	0036
0420020300	**Early Childhood Management**	**0063**
A.A.S	**1420020300**	
A.S.		
A	Early Childhood Educational Manager	0006
B	Early Childhood Lead Teacher	0009
C	Early Childhood Assistant Manager	0015
D	Early Childhood Associate Manager	0036
E	Early Childhood Manager	0063

Course Availability

Of the twenty-one colleges offering some type of child care program, 11 reported that students may take core classes at multiple campuses, but must attend a specific campus to obtain all the courses needed to complete a program. Five other colleges either had only one campus or offered only child care programs at one campus. Five others reported that students could attend any campus and take all the courses needed to complete a program.

Articulation within Programs

Several colleges mentioned that they offer the same courses as college credit, vocational credit, and non-credit. The courses are structured to meet the curriculum frameworks for college credit and are taught by an instructor with appropriate credentials. The students all perform the same work, take the same exams, and are held to the same standards of performance.

Offering the courses as either college, vocational, or non-credit allows the colleges to enroll students who may not desire to pursue college credit at the current time, but later articulate coursework the students have accomplished once they have met admission and testing requirements.

Some colleges also articulate the national CDA to college credit (from 3 to 12 hours of college credit).

Articulation with other Institutions

Fourteen colleges mentioned articulation or dual enrollment programs with either high schools or vocational/technical schools. Articulated credit for these programs ranged from 3 to 12 college credits.

Three colleges have A.S. Degree program articulation agreements in place with three private universities.

Community College	Articulates with ...
Brevard	Rollins College
Broward	Barry University Nova University
Miami-Dade	Barry University Nova University

Unique Features

- Santa Fe Community College will soon offer a Central American Teacher Training Program. This collaborative effort with George Town University will bring up to 20 Central Americans to the college to study state-of-the-art child care practices. Course participants are considered educational leaders in their home countries. They are attending this training in hopes of upgrading the quality of child care in Central America.

- Five colleges stated that they offered some type of distance learning or alternative education program in the area of child care. These were Daytona Beach Community College, Florida Community College at Jacksonville, Okaloosa-Walton Community College, St. Petersburg Junior College, and Tallahassee Community College.

- Miami-Dade Community College offers the CDA in Spanish.

- Palm Beach Community College offers an American Montessori Society affiliated and accredited track within the A.S. Degree in Child Development and Education. Polk Community College and Pensacola Junior College offer exposure to Montessori materials and concepts.

- Santa Fe Community College requires a mandatory parent education class for students with children enrolled in its child care facility. The one college credit course counts as elective credit.

Issues

Primary issues facing the colleges with regard to child care this year are the following:

Graduating Students within Two Years

Nearly every college survey reported that most students were working full-time as they attempted to complete a program. Therefore, students could not, nor did they want to, complete their course of study in two years.

The recent emphasis for colleges to graduate students in two years time also concerns colleges. Colleges reported a desire to be accountable but said in the case of child care programs, there is little they can do to change the way students pursue their studies.

Articulation with Four-Year Colleges

During the 1999 legislative session a mandate was created that requires articulation between A.S. Degrees and bachelor's degrees. The community colleges report continuing difficulty in trying to move forward on this issue. A few colleges report that they are making some progress with private universities. The colleges are hoping for a statewide articulation agreement, rather than a process where each community college must negotiate individual agreements with individual colleges.

With the next reauthorization of Head Start in 2003, it is very likely that Head Start teachers will be required to have even higher levels of academic training in Early Childhood/Child Development and quite possibly a bachelor's degree. Therefore, Head Start is also interested in articulation from the A.S. Degree to the bachelor's degree. Head Start is presently working with the community colleges and universities (private and public) in Florida to establish a seamless academic/career path.

Program Data

The following information and charts have been generated from data for reporting year 1993-94 through reporting year 1997-98. Some of the charts contain unexplained results such as a program with zero enrollments, yet six completers. This report does not attempt to explain these findings but, there are certain programming, coding, and reporting practices that may help resolve some of the issues, as well as some external factors to consider.

For example, a program may have no enrollments, yet show completions in the program, or may show more completions than enrollments. This is likely caused by colleges being unable to report the enrollments at the time of enrollment because new computer codes were being assigned. Through the course of the year, the computer codes were made available and completers were correctly reported but enrollments were never post-reported.

Another example is when there is a large change in the number of enrollments or completers. A possible explanation is the *past* practice of reporting students in a year subsequent to their actual enrollment or completion year.

Finally, the Child Development Early Intervention College Credit Certificate Program shows a percentage of completions to enrollments of nearly 75% compared to other programs that average about 8% of completions to enrollments. This program's very high completion rate has most likely been influenced by the Work and Gain Economic Self-sufficiency (WAGES) program.

The WAGES program requires that adults receiving welfare engage in approved activities to receive benefits. Enrollment in the Child Development Early Intervention College Credit Certificate Program is one of these approved activities.

Note: Three of the programs began in 1995-96. Consequently, there are not data for all five of the reporting years studied. Placement data are not yet available for 1997-98.

Child Development and Education

0420020203 ♦ Associate of Science Degree

Program Information

- The purpose of this program is to prepare students for employment as child development center teachers, early intervention associates, child development center curriculum coordinators, infant/toddler teachers, preschool teachers, providers of care in school age programs, providers of care for children with disabling conditions, family day-care providers, home visitors, child development center managers, or to provide supplementary training for persons previously or currently employed in these occupations.
- This program is offered by 18 of the 21 colleges offering child care programs.
- Enrollments in this program grew by 3.7% in 1997-98.
- This program or courses embedded within this program often help students achieve some type of CDA credential.

Student Performance

- Enrollments in this program account for 60% of the total enrollments in all child care programs. Statewide, enrollments increased from 2,065 in 1996-97 to 2,142 during 1997-98.
- The number of students completing the program decreased by 25% in 1997-98, but had increased steadily in the four previous years.
- The percent of completers to enrollments in 1997-98 was 6%. The four previous years the percent of completers to enrollments averaged 8%.
- White students made up the majority of students enrolled in 1997-98 with 46% White, 30% Black, 23% Hispanic, and 1% Other.

Placement of Student Completers and Leavers

- Of the 173 students who successfully completed the program in 1996-97, 144 were located one year later.

- Ninety-four percent of those located were placed either in "in-field" occupations, in the military, or were continuing their education elsewhere.
- During the four years for which placement data were available, placement rates for completers were 92.3%, 90.4%, 91.7% and 94.4%.
- Of the students who left the program before completion in 1996-97, 175 were located one year later and 121 of them had been placed "in field."

Summary

- Enrollments in this program account for 60% of the total enrollments for all child care programs.
- Enrollments in this program have increased for the past five years.
- Completions to enrollments averaged only 7.75%.
- The numbers of completers have increased four of the past five years. The 1997-98 reporting year showed a 25% decrease in students completing the program.
- Placement rates for completers averaged 92% over the past four years.
- Placement rates for students leaving the program have increased in three of the past four years. Placement rates for leavers averaged 74% over the same four years. This high rate of placement for leavers indicates the high demand for employees in this area.

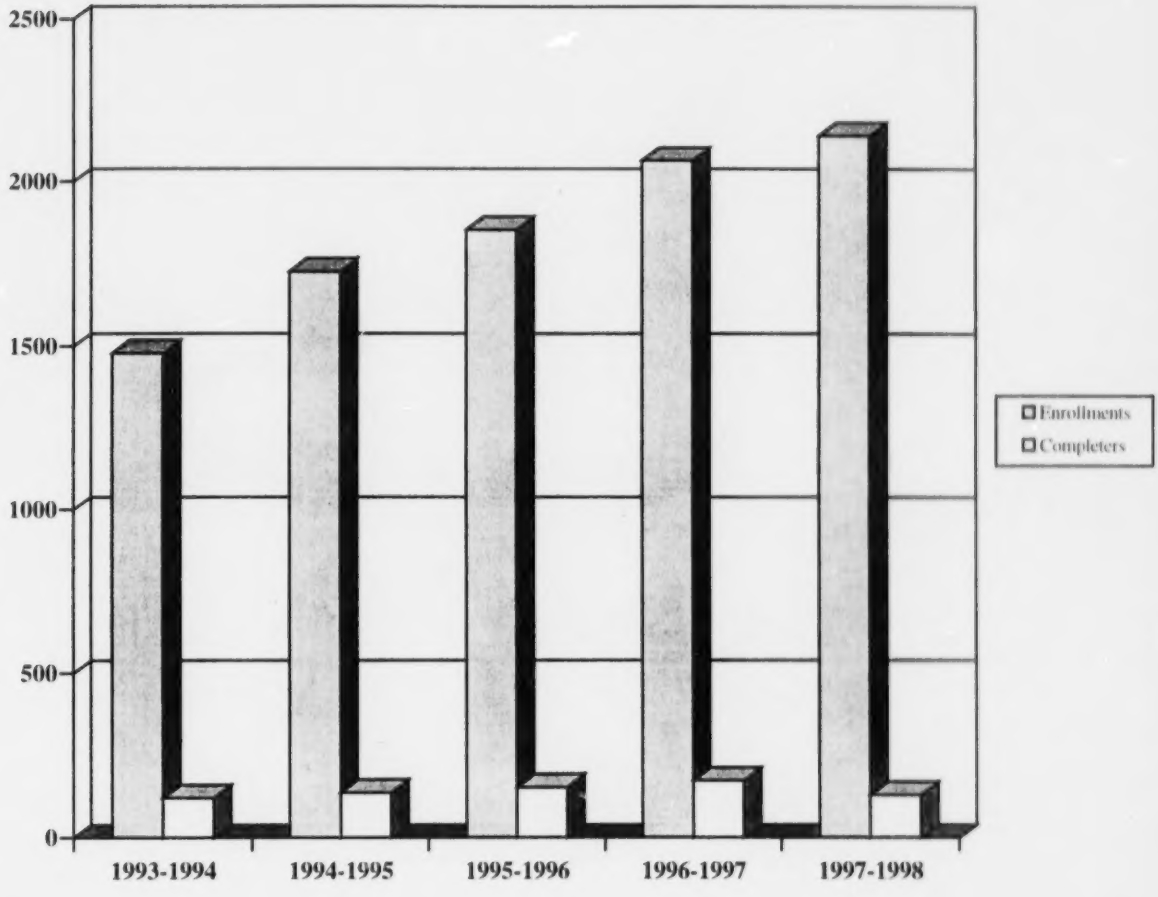
Child Development and Education

0420020203 ♦ Associate of Science Degree

Enrollments and Completers

	1993-1994	1994-1995	1995-1996	1996 -1997	1997-1998
Enrollments	1480	1726	1853	2065	2142
Completers	121	137	152	173	130

Number of Enrollments and Completers



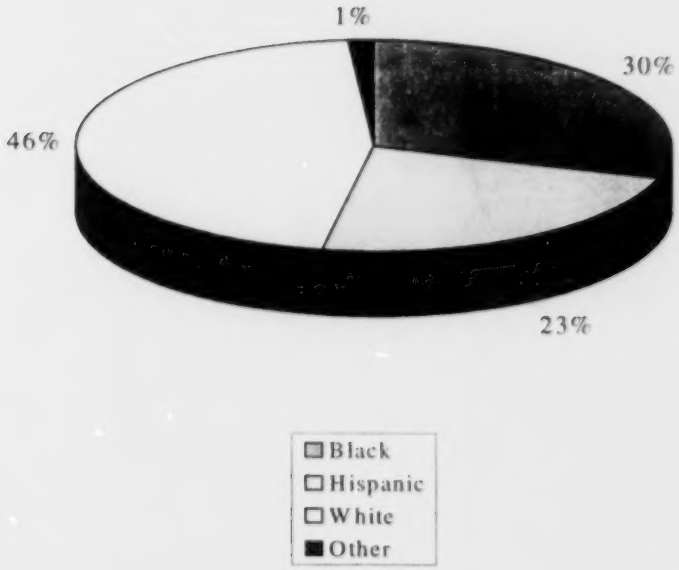
Child Development and Education

0420020203 ♦ Associate of Science Degree

Ethnic Distribution of Enrollments

	1993-1994	1994-1995	1995-1996	1996 -1997	1997-1998
Asian	22	15	17	23	18
Black	355	407	476	557	639
Hispanic	389	449	479	529	494
Indian	2	8	9	6	6
White	710	847	870	950	981
Other	2	0	2	0	4

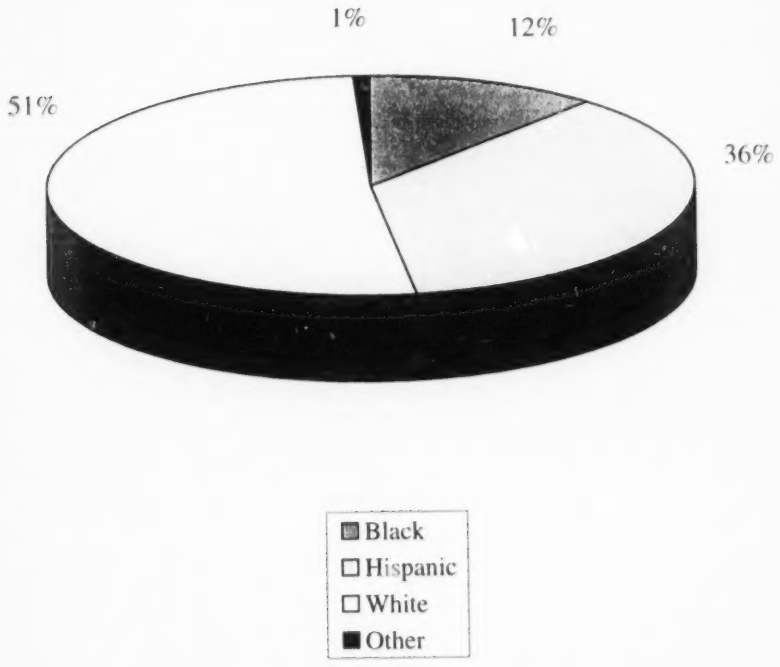
Ethnic Distribution of
1997 - 1998 Enrollments



Ethnic Distribution of Completers

	1993-1994	1994-1995	1995-1996	1996 -1997	1997-1998
Asian	0	1	3	4	1
Black	17	18	29	25	15
Hispanic	39	43	54	57	47
Indian	0	0	0	1	0
White	65	75	66	86	67
Other	0	0	0	0	0

Ethnic Distribution of
1997 - 1998 Completers

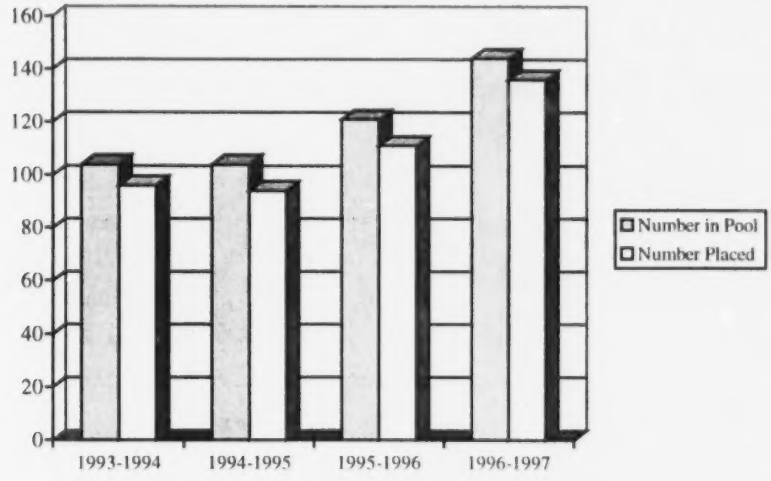


Child Development and Education

0420020203 ♦ Associate of Science Degree

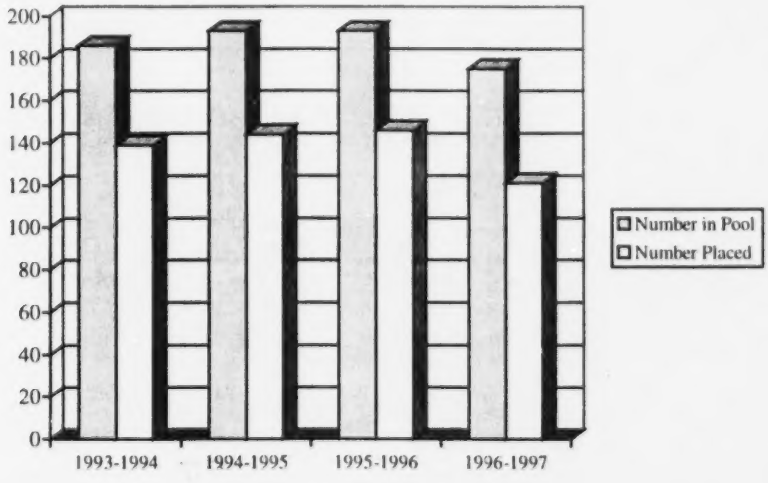
Placed Completers

	1993-1994	1994-1995	1995-1996	1996 -1997
Number in Pool	104	104	121	144
Number Placed	96	94	111	136
Percent Placed	92.3	90.4	91.7	94.4



Placed Leavers

	1993-1994	1994-1995	1995-1996	1996 -1997
Number in Pool	186	193	193	175
Number Placed	139	144	146	121
Percent Placed	74.7	74.6	75.6	69.1



Child Care Center Management

0420020300 ♦ Associate of Science Degree

Program Information

- The purpose of this program is to prepare students for initial employment as child care center managers, directors, preschool directors, educational program directors, community organization directors, residence supervisors, administrators, social welfare program directors, preschool teachers, or to provide supplemental training for persons previously or currently employed in these occupations.
- This program is offered by three of the 21 colleges offering child care programs.
- Enrollments in this program decreased by 5.3% in 1997-98.

Student Performance

- Enrollments in this program account for 10% of the total enrollments in all child care programs. Statewide, enrollments decreased from 397 in 1996-97 to 377 during 1997-98.
- The number of students completing the program decreased by 24% in 1997-98.
- The percent of completers to enrollments in 1997-98 was 7.4%. The four previous years the percent of completers to enrollments averaged 9.1%.
- Black students made up the majority of students enrolled in 1997-98 with 46% Black, 42% White, 8% Hispanic, and 3% Other.

Placement of Student Completers and Leavers

- Of the 37 students who successfully completed the program in 1996-97, 23 were located one year later.
- Ninety-one percent of those located were placed either in "in-field" occupations, in the military, or were continuing their education elsewhere.
- During the four years for which placement data were available, placement rates for completers were 86.4%, 92.9%, 100% and 91.3%.
- Of the students who left the program before completion in 1996-97, 52 were located one year later and 43 of them had been placed "in field."

Summary

- Enrollments in this program account for 10% of the total enrollments for all child care programs.
- Enrollments in this program have decreased for the past two years.
- The numbers of students completing the program show no real increasing or decreasing trend. The number of completions for 1997-98 decreased from 37 students to 28. The average percent of completers to enrollments has been approximately 8.8% over the past five years.
- Placement rates for completers have increased in three of the past four years. In 1996-97 the placement rate for completers decreased.
- Placement rates for students leaving the program have increased over the past four years. Placement rates for leavers average 72% over that past four years. This high rate of placement for leavers indicates the high demand for employees in this area.

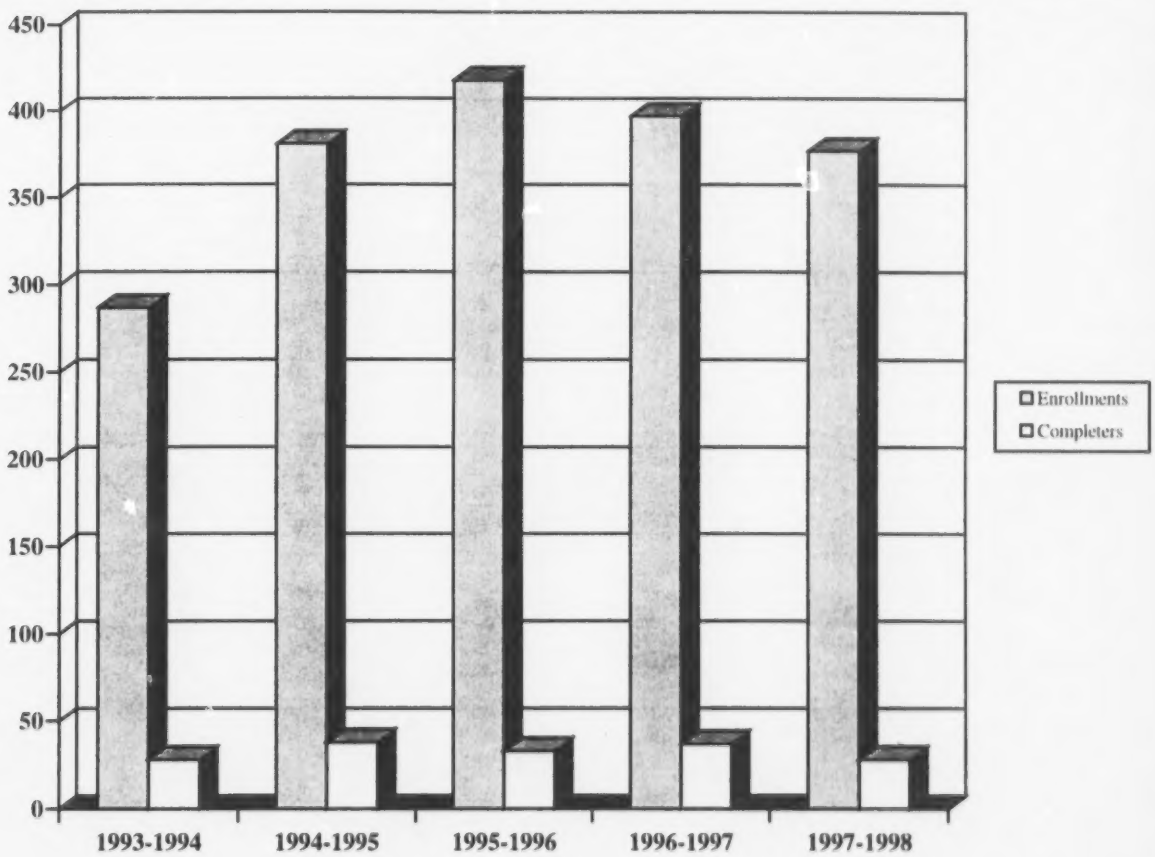
Child Care Center Management

0420020300 ♦ Associate of Science Degree

Enrollments and Completers

	1993-1994	1994-1995	1995-1996	1996 –1997	1997-1998
Enrollments	287	381	418	397	377
Completers	28	38	33	37	28

Number of Enrollments and Completers



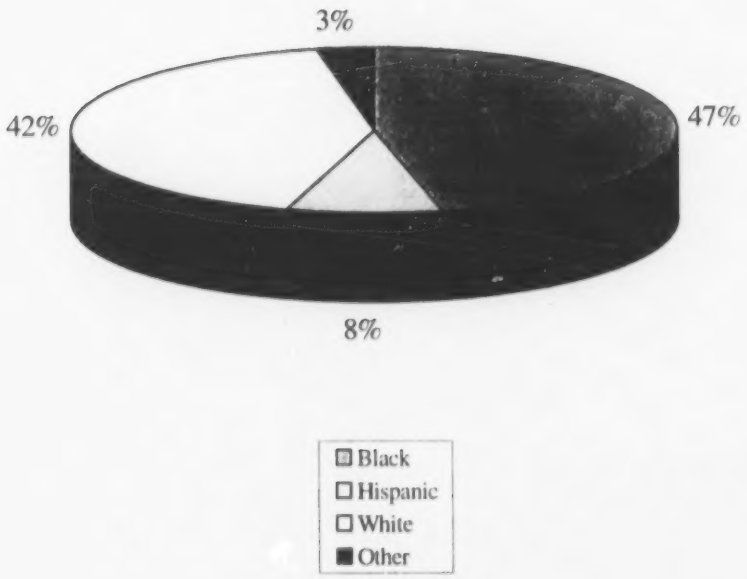
Child Care Center Management

0420020300 ♦ Associate of Science Degree

Ethnic Distribution of Enrollments

	1993-1994	1994-1995	1995-1996	1996 –1997	1997-1998
Asian	5	6	7	6	9
Black	86	152	162	177	175
Hispanic	26	30	38	37	31
Indian	1	0	1	1	2
White	69	193	209	175	159
Other	0	0	1	1	1

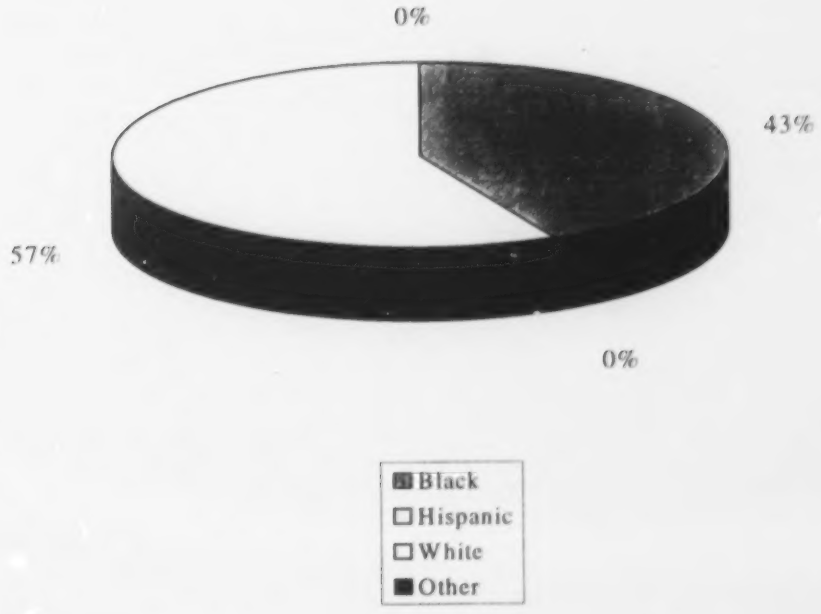
Ethnic Distribution of
1997 - 1998 Enrollments



Ethnic Distribution of Completers

	1993-1994	1994-1995	1995-1996	1996 –1997	1997-1998
Asian	0	1	1	0	0
Black	7	8	8	11	12
Hispanic	2	1	6	5	0
Indian	0	0	0	0	0
White	19	28	18	21	16
Other	0	0	0	0	0

Ethnic Distribution of
1997 - 1998 Completers

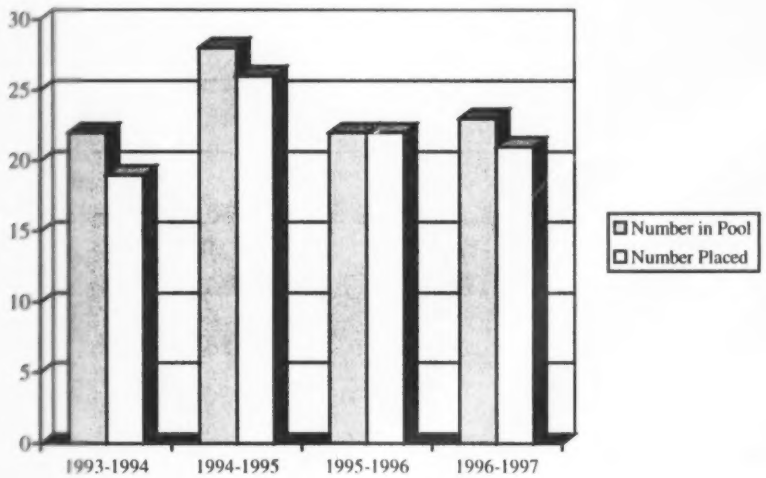


Child Care Center Management

0420020300 ♦ Associate of Science Degree

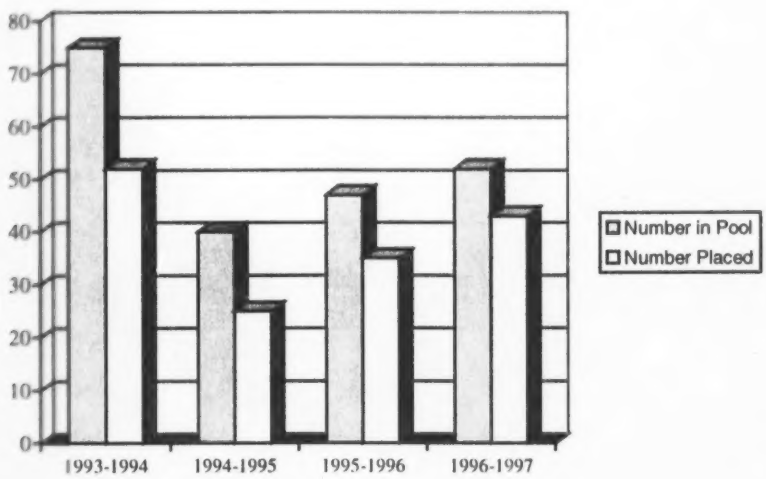
Placed Completers

	1993-1994	1994-1995	1995-1996	1996 -1997
Number in Pool	22	28	22	23
Number Placed	19	26	22	21
Percent Placed	86.4	92.9	100	91.3



Placed Leavers

	1993-1994	1994-1995	1995-1996	1996 -1997
Number in Pool	75	40	47	52
Number Placed	52	25	35	43
Percent Placed	69.3	62.5	74.5	82.7



Child Development Early Intervention

0420020204 ♦ College Credit Certificate

Program Information

- The purpose of this program is to prepare students for employment as child development early intervention associates, paraprofessionals who work in settings for infants and young children with disabling conditions, or to provide supplementary training for persons previously or currently employed in these occupations.
- This program is offered by 10 of the 21 colleges offering child care programs.
- Enrollments in this program grew by 66% in 1997-98. Enrollments have risen over the past five years with the exception of 1996-97. Enrollments dropped lower during this year before rising again in 1997-98.
- This program or courses embedded within this program often help students achieve some type of CDA credential.

Student Performance

- Enrollments in this program account for 13% of the total enrollments in all child care programs. Statewide, enrollments increased from 271 in 1996-97 to 449 during 1997-98.
- The number of students completing the program increased by 60% in 1997-98.
- The percent of completers to enrollments in 1997-98 was 75%.
- White students made up the majority of students enrolled in 1997-98 with 50% White, 34% Black, 15% Hispanic, and 1% Other.

Placement of Student Completers and Leavers

- Of the 210 students who successfully completed the program in 1996-97, 144 were located one year later.
- Ninety-two percent of those located were placed either in "in-field" occupations, in the military, or were continuing their education elsewhere.
- During the four years for which placement data were available, placement rates for completers were 96.4%, 89.3%, 92.7% and 91.7%.

- Of the students who left the program before completion in 1996-97, 15 were located one year later and 11 of them had been placed "in field."

Summary

- Enrollments in this program account for 13% of the total enrollments for all child care programs.
- Overall, enrollments in this program are increasing.
- The numbers of students completing this program are very high compared to other child care programs (75% vs. 8%), but from year to year show no trend of increasing or decreasing.
- Placement rates for completers have increased over the past two years.
- Placement rates for leavers average 85% over the same four years. This high rate of placement for leavers indicates the high demand for employees in this area.

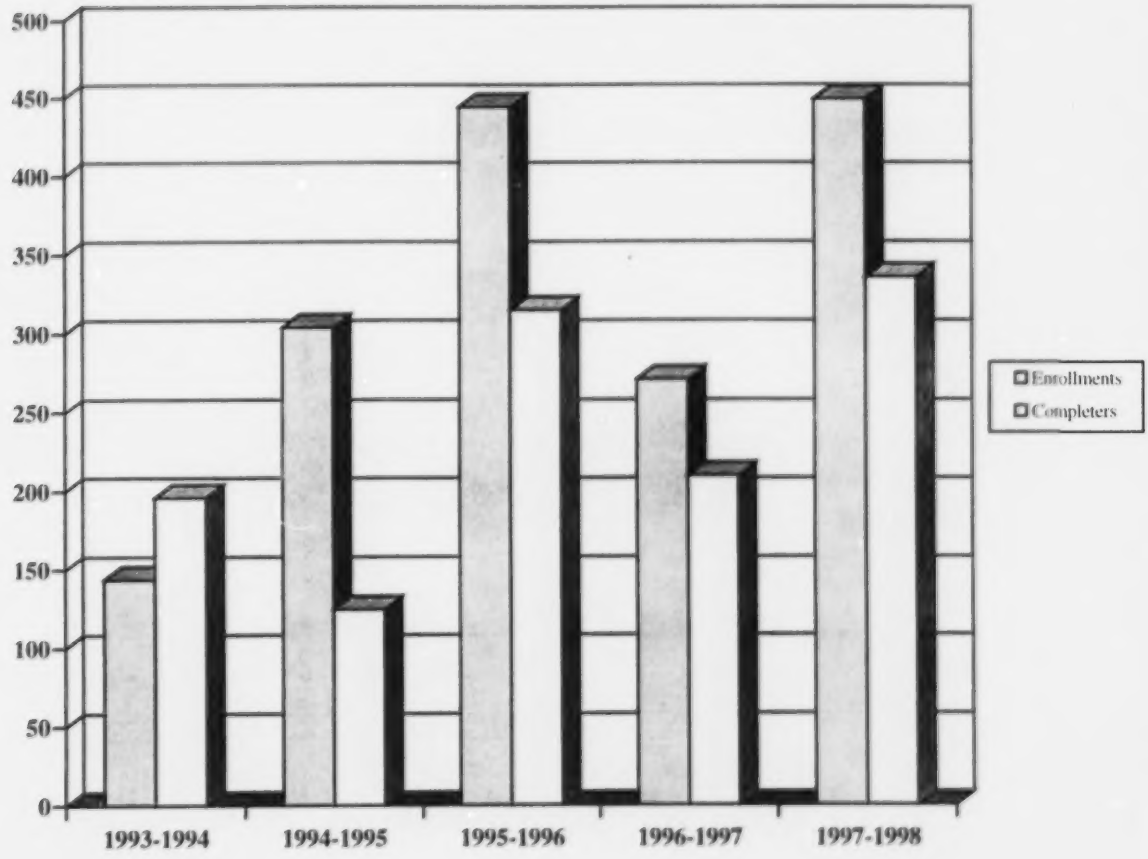
Child Development Early Intervention

0420020204 ♦ College Credit Certificate

Enrollments and Completers

	1993-1994	1994-1995	1995-1996	1996 -1997	1997-1998
Enrollments	144	304	444	271	449
Completers	196	125	315	210	336

Number of Enrollments and Completers



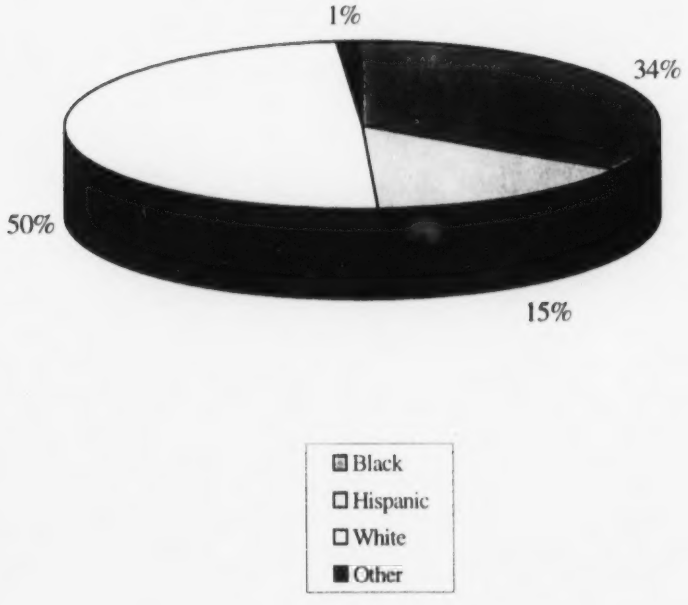
Child Development Early Intervention

0420020204 ♦ College Credit Certificate

Ethnic Distribution of Enrollments

	1993-1994	1994-1995	1995-1996	1996 -1997	1997-1998
Asian	3	2	2	3	5
Black	45	101	125	89	152
Hispanic	11	26	67	24	69
Indian	1	4	0	0	1
White	84	170	250	154	222
Other	0	1	0	1	0

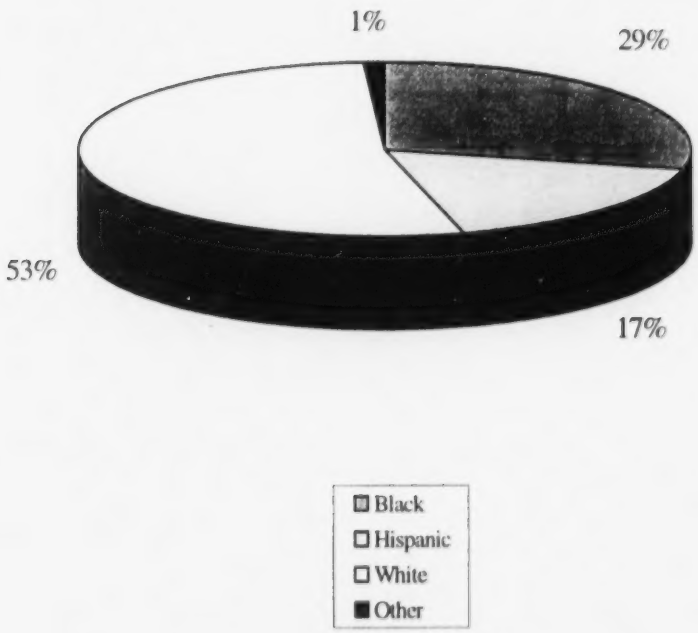
Ethnic Distribution of
1997-1998 Enrollments



Ethnic Distribution of Completers

	1993-1994	1994-1995	1995-1996	1996 -1997	1997-1998
Asian	4	1	1	3	2
Black	81	43	72	47	96
Hispanic	17	9	54	26	58
Indian	1	3	0	0	1
White	93	68	188	134	178
Other	0	1	0	0	1

Ethnic Distribution of
1997 - 1998 Completers

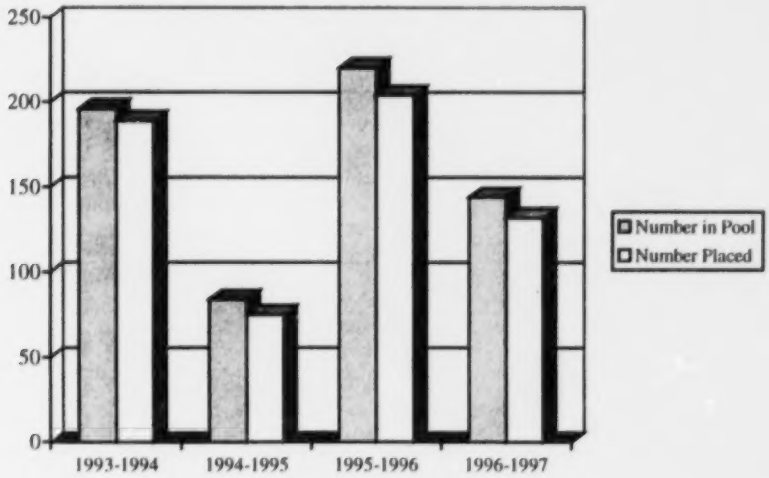


Child Development Early Intervention

0420020204 ♦ College Credit Certificate

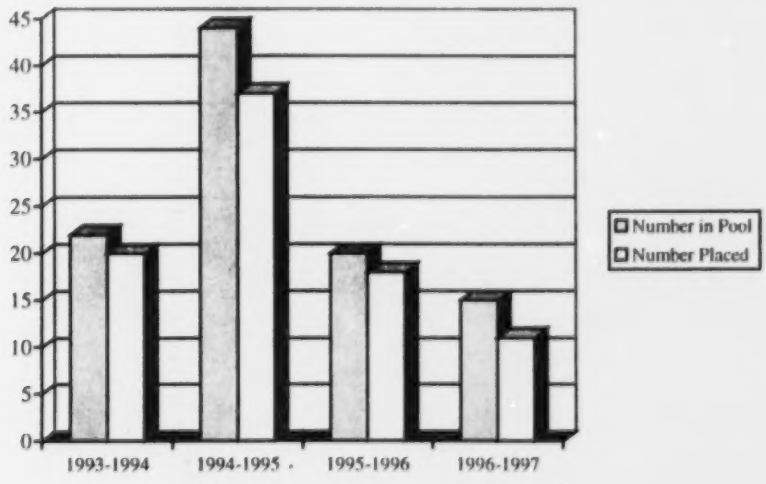
Placed Completers

	1993-1994	1994-1995	1995-1996	1996 -1997
Number in Pool	196	84	220	144
Number Placed	189	75	204	132
Percent Placed	96.4	89.3	92.7	91.7



Placed Leavers

	1993-1994	1994-1995	1995-1996	1996 -1997
Number in Pool	22	44	20	15
Number Placed	20	37	18	11
Percent Placed	90.9	84.1	90	73.3



Child Care Provider

0420020100 ♦ Vocational Credit Certificate

Program Information

- The purpose of this program is to prepare students for employment as child care workers, child care assistants, pre-school teachers, after school assistants, family day-care providers, preschool and infant/toddler child care providers, special needs assistants, and home visitors, or to provide supplementary training for persons previously or currently employed in these occupations.
- This program is offered by two of the 21 colleges offering child care programs.
- Enrollments in this program grew by 17.6% in 1997-98.
- This program was discontinued in 1998-99 and is now reported as the Early Childhood Education Program.

Student Performance

- Enrollments in this program account for 16% of the total enrollments in all child care programs. Statewide, enrollments increased from 483 in 1996-97 to 568 during 1997-98.
- The number of students completing the program increased by 28% in 1997-98, and also increased in the two previous years.
- The percent of completers to enrollments in 1997-98 was 16%.
- White students made up the majority of students enrolled in 1997-98 with 67% White, 21% Black, 10% Hispanic, and 2% Other.

Placement of Student Completers and Leavers

- Of the 72 students who successfully completed the program in 1996-97, 52 were located one year later.
- One hundred percent of those located were placed either in "in-field" occupations, in the military, or were continuing their education elsewhere.
- During the two years for which placement data were available, placement rates for completers were 100% both years.

- Of the students who left the program before completion in 1996-97, 76 were located one year later and 44 of them had been placed "in field."

Summary

- A few colleges enroll a relatively large number of students in this program. Enrollments in this program account for 16% of the total enrollments for all child care programs.
- Enrollments in this program have increased for the past two years.
- The numbers of completers have increased over the past three years.
- Placement rates for completers were 100% for the past two years.

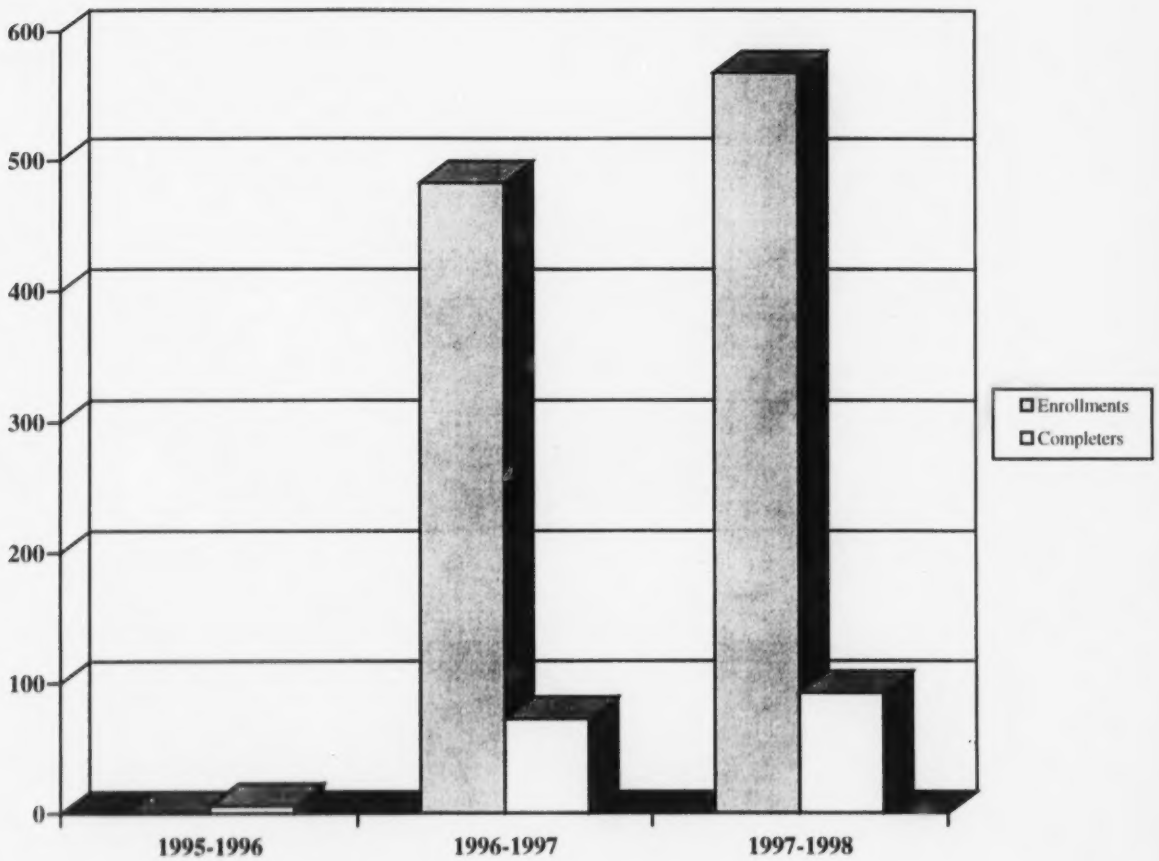
Child Care Provider

0420020100 ♦ Vocational Credit Certificate

Enrollments and Completers

	1995-1996	1996 -1997	1997-1998
Enrollments	0	483	568
Completers	6	72	92

Number of Enrollments and Completers



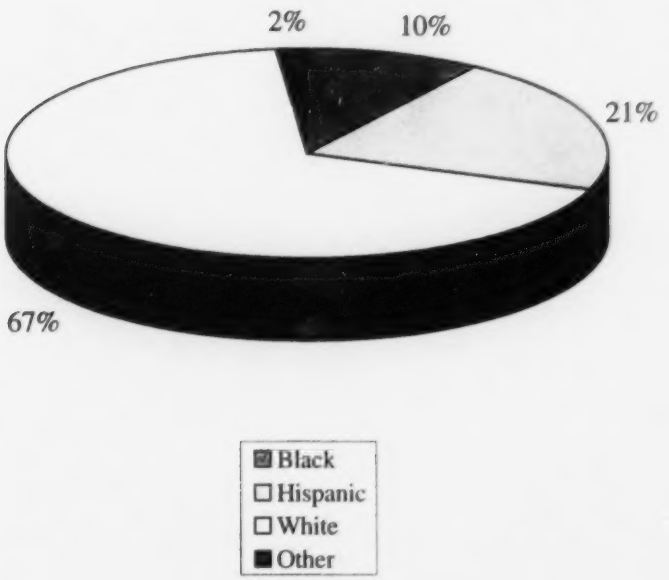
Child Care Provider

0420020100 ♦ Vocational Credit Certificate

Ethnic Distribution of Enrollments

	1995-1996	1996 -1997	1997-1998
Asian	0	6	8
Black	0	51	54
Hispanic	0	82	120
Indian	0	2	2
White	0	342	384
Other	0	0	0

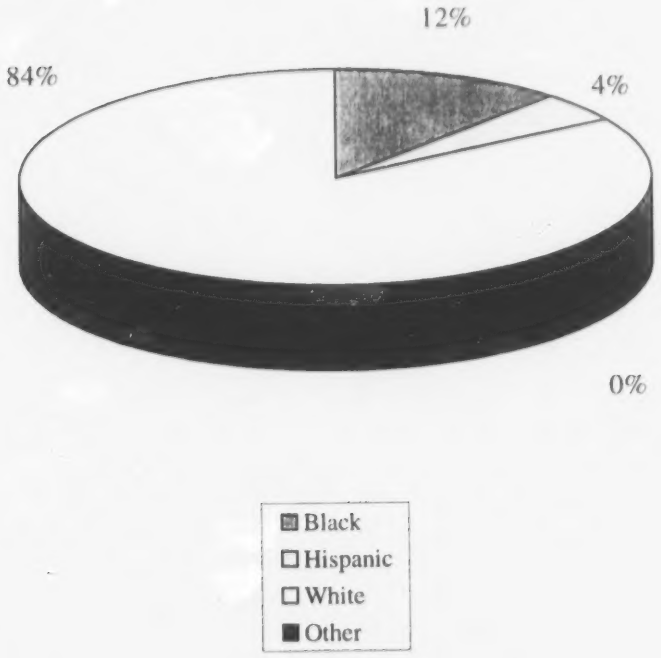
Ethnic Distribution of
1997-1998 Enrollments



Ethnic Distribution of Completers

	1995-1996	1996 –1997	1997-1998
Asian	0	2	0
Black	2	8	11
Hispanic	0	3	4
Indian	0	1	0
White	4	58	77
Other	0	0	0

Ethnic Distribution of
1997-1998 Completers

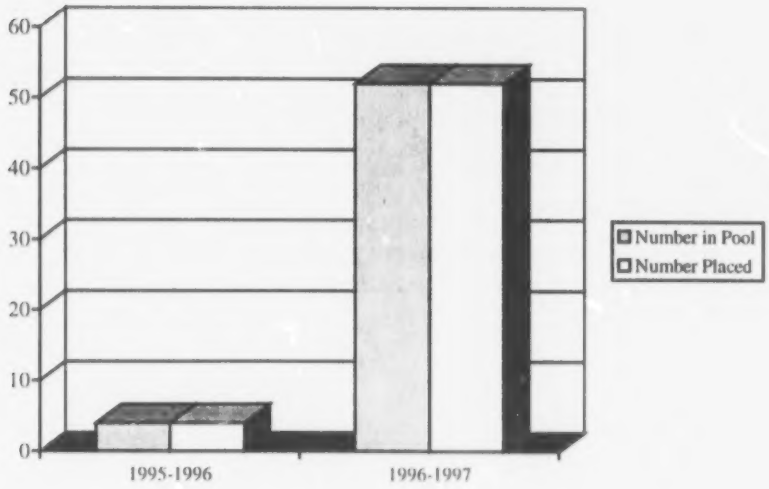


Child Care Provider

0420020100 ♦ Vocational Credit Certificate

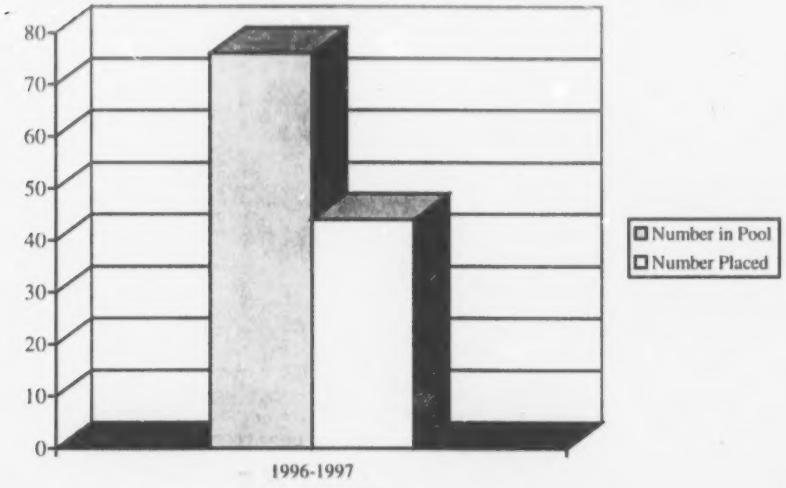
Placed Completers

	1995-1996	1996 -1997
Number in Pool	4	52
Number Placed	4	52
Percent Placed	100	100



Placed Leavers

	1996 -1997
Number in Pool	76
Number Placed	44
Percent Placed	57.9



44

Early Childhood Education

0420020210 ♦ Vocational Credit Certificate

Program Information

- The purpose of this program is to prepare students for entry level employment as child care teachers in private, public, and family day-care centers.
- This program is offered by five of the 21 colleges offering child care programs.
- There are relatively few students enrolled in this program at this time.
- Students wishing to obtain some type of CDA credential may take this program.
- This program replaces the discontinued Child Care Provider program.

Student Performance

- In 1997-98, there were only seven students enrolled statewide. The prior year there were only nine students enrolled.
- In 1997-98, no students completed this program, and in 1996-97, only 11 students completed.
- During 1997-98, five of the enrolled students were Black and two were White.

Placement of Student Completers and Leavers

- Of the 11 students who successfully completed the program in 1996-97, five were located one year later.
- Eighty percent of those located were placed either in "in-field" occupations, the military, or were continuing their education elsewhere.
- There are no data for students leaving the program.

Summary

- Enrollments in this program are very low. There are not enough data to draw conclusions about the program.

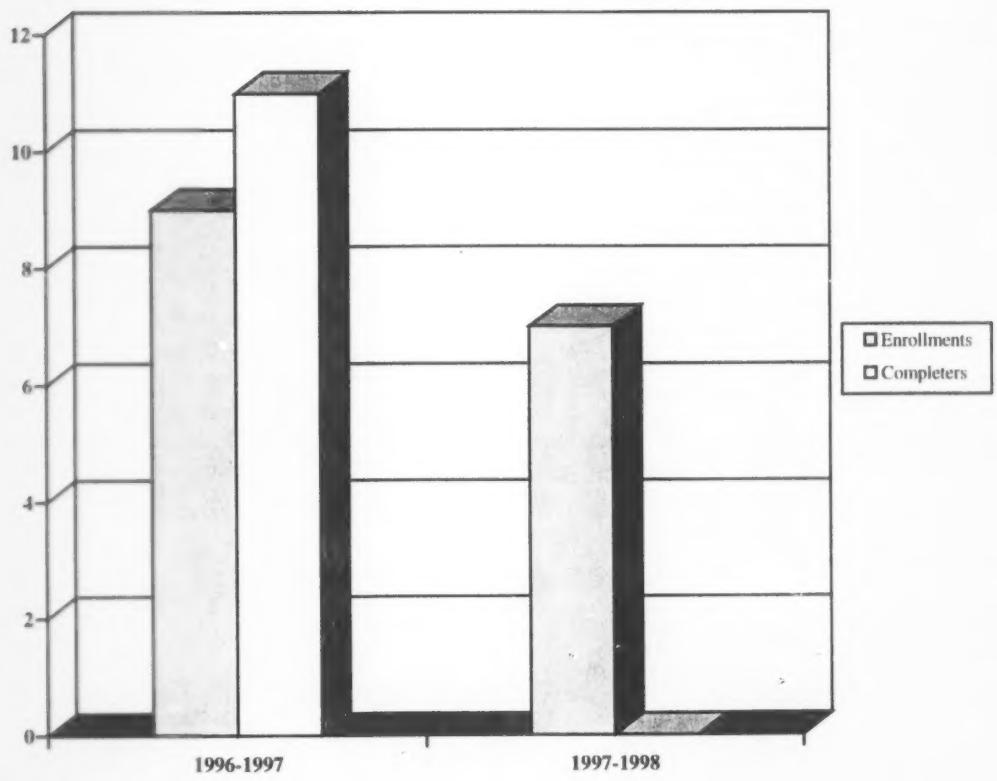
Early Childhood Education

0420020210 ♦ Vocational Credit Certificate

Enrollments and Completers

	1996 -1997	1997-1998
Enrollments	9	7
Completers	11	0

Number of Enrollments and Completers



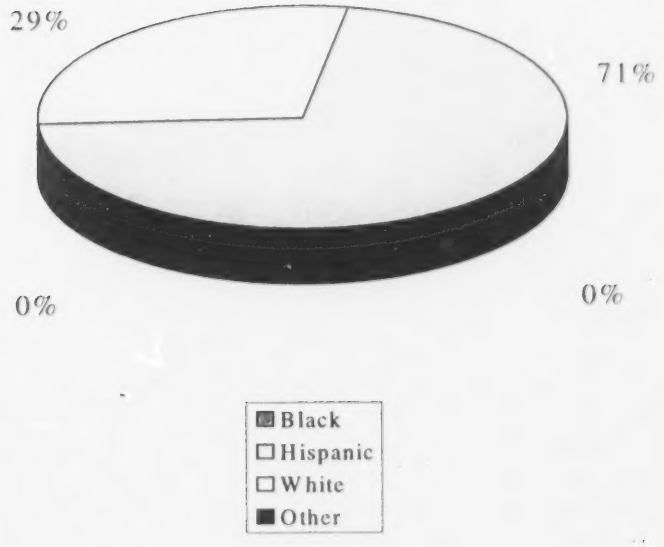
Early Childhood Education

0420020210 ♦ Vocational Credit Certificate

Ethnic Distribution of Enrollments

	1996 -1997	1997-1998
Asian	0	0
Black	4	0
Hispanic	3	5
Indian	0	0
White	2	2
Other	0	0

Ethnic Distribution of
1997 - 1998 Enrollments



Early Childhood Education

0420020210 ♦ Vocational Credit Certificate

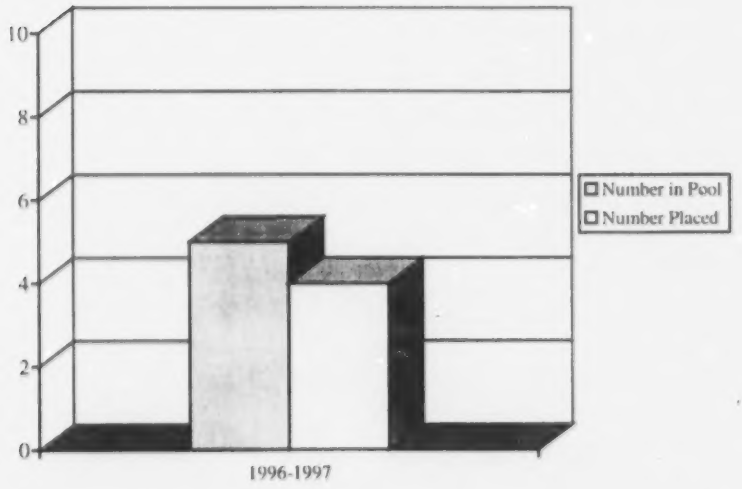
Ethnic Distribution of Completers

	1996 -1997	1997-1998
Asian	0	No data
Black	5	
Hispanic	0	
Indian	0	
White	6	
Other	0	

No data were available for ethnic distributions of 1997-98 completers

Placed Completers

	1996 -1997
Number in Pool	5
Number Placed	4
Percent Placed	80



Placed Leavers

There were no data on placed leavers

Child Care Center Operations

0420020302 ♦ Vocational Credit Certificate

Program Information

- The purpose of this program is to prepare students to become a child care center director.
- This program is offered by one of the 21 colleges offering child care programs.
- There are very few students enrolled in this program.

Student Performance

- In 1997-98, there were only 20 students enrolled statewide.
- In 1997-98, ten students completed this program. In 1996-97 only six students completed the program.
- White students made up the majority of students enrolled in 1997-98 with 55% White, 30% Black, and 15% Hispanic.

Placement of Student Completers and Leavers

- Of the six students who successfully completed the program in 1996-97, three were located one year later.
- Sixty-seven percent of those located were placed either in "in-field" occupations, in the military, or were continuing their education elsewhere.
- Of the students who left the program before completion in 1996-97, 17 were located one year later and 12 of them had been placed "in field."

Summary

- Enrollments in this program are very low. There are not enough data to draw conclusions about this program.

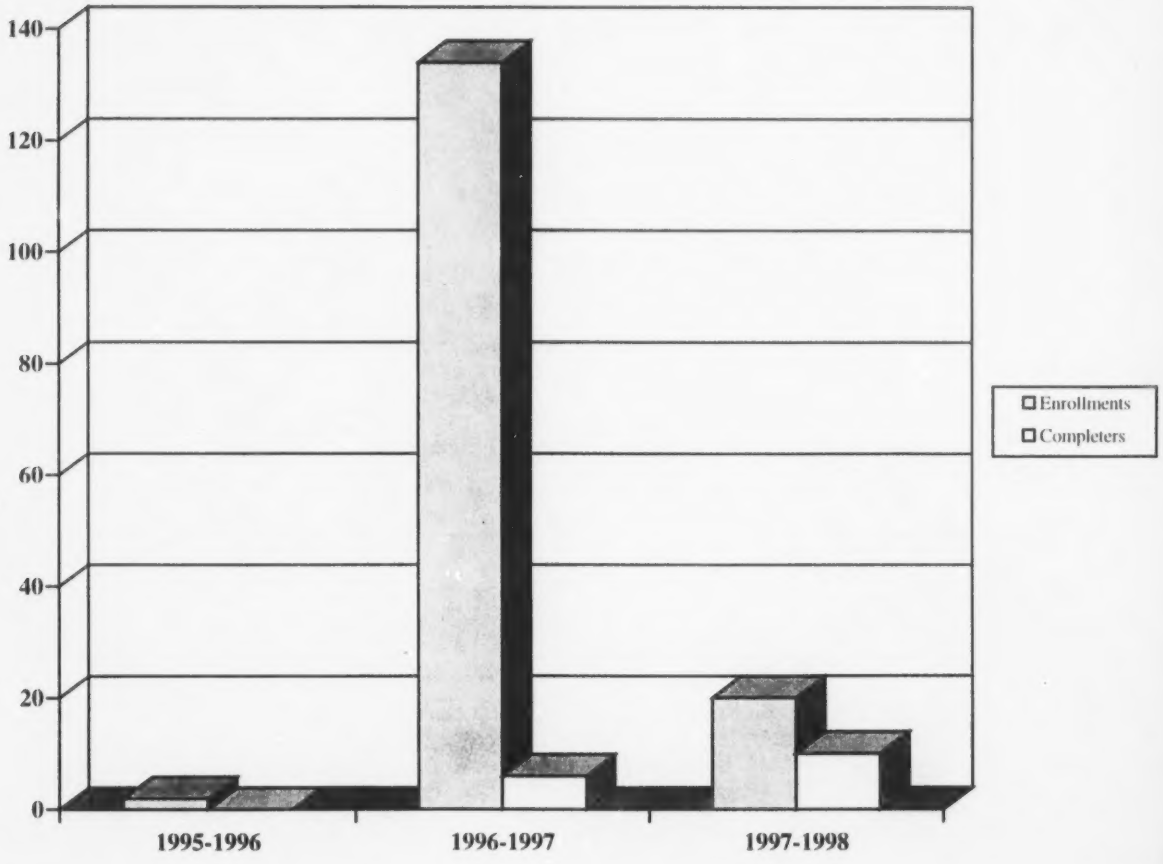
Child Care Center Operations

0420020302 ♦ Vocational Credit Certificate

Enrollments and Completers

	1995-1996	1996 -1997	1997-1998
Enrollments	2	134	20
Completers	0	6	10

Number of Enrollments and Completers



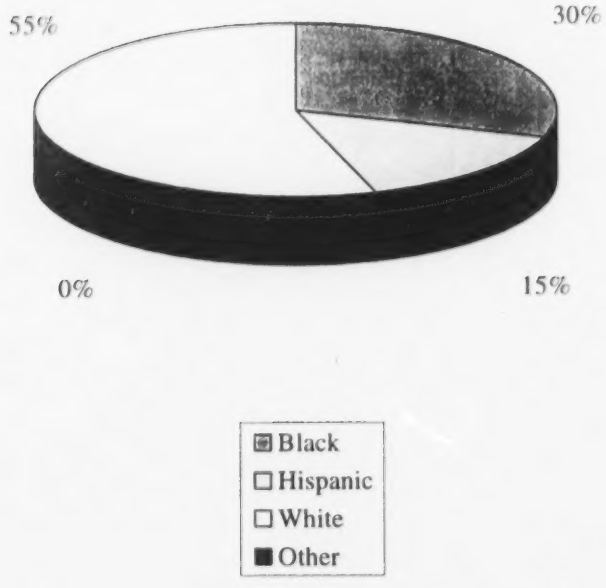
Child Care Center Operations

0420020302 ♦ Vocational Credit Certificate

Ethnic Distribution of Enrollments

	1995-1996	1996 -1997	1997-1998
Asian	0	0	0
Black	2	29	6
Hispanic	0	19	3
Indian	0	1	0
White	0	81	11
Other	0	4	0

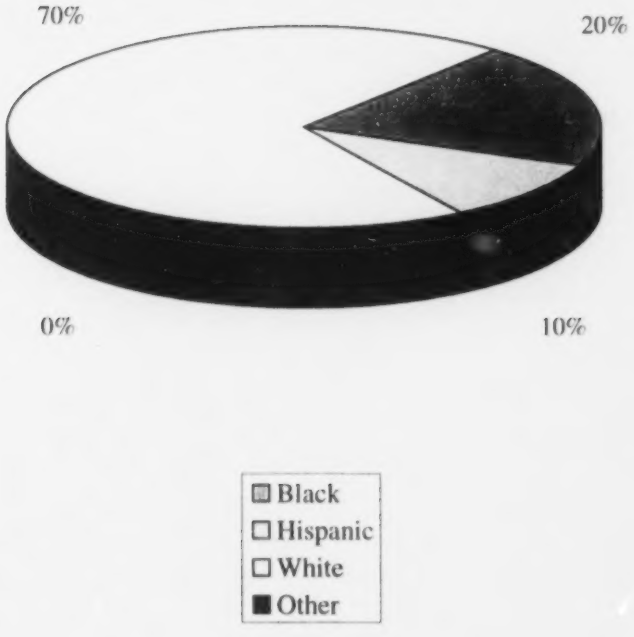
Ethnic Distribution of 1997 – 1998 Enrollments



Ethnic Distribution of Completers

	1995-1996	1996 -1997	1997-1998
Asian	No Data	0	0
Black		1	2
Hispanic		0	1
Indian		0	0
White		5	7
Other		0	0

Ethnic Distribution of
1997 - 1998 Completers

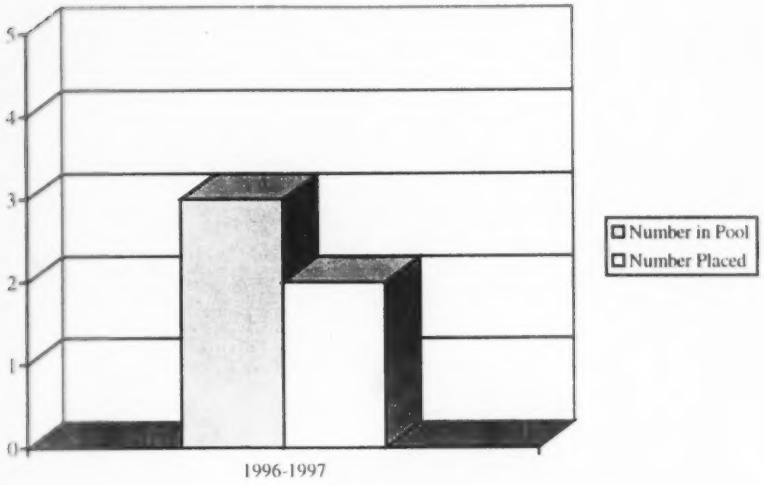


Child Care Center Operations

0420020302 ♦ Vocational Credit Certificate

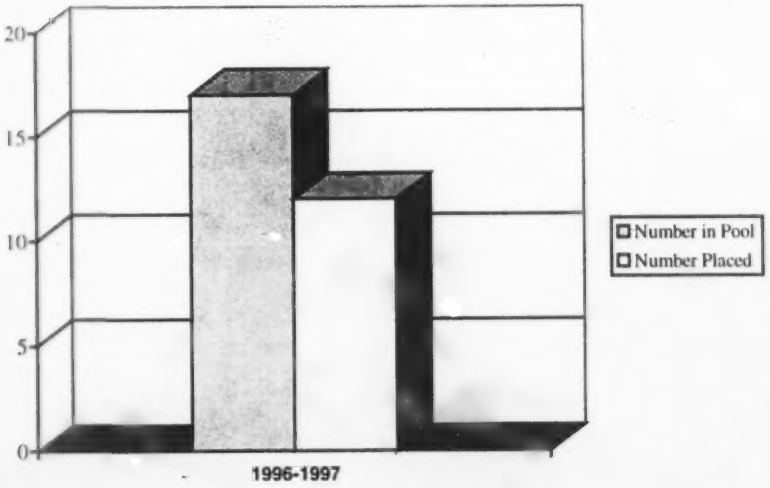
Placed Completers

	1996 -1997
Number in Pool	3
Number Placed	2
Percent Placed	66.7



Placed Leavers

	1996 -1997
Number in Pool	17
Number Placed	12
Percent Placed	70.6



Summary

Overall, the child care programs offered by Florida's community colleges appear to be growing and meeting general program goals. At least three of the programs show positive growth in enrollments. A fourth program that replaces Child Care Provider has just recently begun and will likely show growth similar to the old program. Of the remaining two programs, both appear to be declining in enrollments. However, one of these may see some increased enrollments as a result of the recently established Directors Credential.

With the exception of the Child Development Early Intervention, College Credit Certificate, and the Child Care Provider, Vocational Credit Certificate, the ratio of completions to enrollments appears to be low. Nevertheless, nearly all students who complete the program are placed in child care positions and a vast majority of the students leaving the programs before completion are also placed. Unfortunately, depending upon the program or job category examined, wages can be very low for entry-level positions.

The number of campus-based child care centers is increasing. Colleges report that students benefit from having campus-based child care centers to use as laboratory schools. The colleges also reported that financial aid for child care was an extremely beneficial form of student aid. The funds not only assist students with entering and completing a program but they also indirectly benefit on-campus child care centers and the colleges who use these centers as laboratory schools.

Both the state and federal governments rely on the community colleges as one of the primary providers of training for the child care workforce. Recently, state and federal legislation has expanded the community colleges' responsibility in this area. Additionally, community colleges play a large role in providing basic level training needed for initial licensure for child care workers and in providing required in-service to many people already employed in child care.

Recommendations

Several issues have emerged during the course of the study that prompt the following recommendations.

1. **Since program completion rates appear to be low for most of the programs studied, the colleges should examine what factors are influencing completion rates and how completion rates could be increased.**

2. **Some of the programs offered are growing, while others are in decline. It is recommended that the Occupational Education Standing Committee (OESC) feature best practices in child care programs as a means of sharing quality programs with all colleges.**

3. **Some of the community colleges reported that data they reported to SBCC did not accurately reflect what was actually going on at the college. It is recommended that the colleges ensure that program directors verify data to be reported to SBCC. If discrepancies still exist after local verification, then the colleges should pursue the issue with State Board staff.**

4. **The colleges are articulating credit from several sources for a wide range of credit. For example, the national CDA is articulated for as few as three and as many as 12 college credits, depending on the college. While this variation from college to college may be normal, it is recommended that the colleges and the SBCC examine ways to achieve greater consistency.**

5. **Based on what the colleges reported, it appears that the required clock hours for vocational programs varied a great deal from college to college. Again, while this may be normal, it is recommended that further study of these programs might determine the degree of difference from college to college and if this variation is beneficial for the colleges and students.**

6. **Some colleges structured their programs to couple work experience with classroom hours. These same colleges reported higher completion rates for their programs. If after further study this program structure did prove to increase program completions, it is recommended that colleges structure their programs in this way to increase program completions and receive appropriate funding.**

Finally, the State Board of Community Colleges should continue to:

- Provide child care financial aid to students
- Support the TEACH Scholarship program
- Encourage colleges to apply for federal child care Access Grants

These funds not only assist students with entering and completing a program; they also indirectly benefit on-campus child care centers and the colleges who use these centers as laboratory schools.

Appendix A

Quality Day Care, Early, Is Tied to Achievements as an Adult

October 22, 1999 New York Times

Quality Day Care, Early, Is Tied to Achievements as an Adult

By JODI WILGOREN

WASHINGTON -- Good early-childhood education has a powerful influence on poor children that lasts into young adulthood, affecting things like reading and mathematics skills and even the timing of childbearing, researchers announced on Thursday, citing the first study ever to track participants from infancy to age 21.

Those who received high-quality day care consistently outperformed their peers who did not on both cognitive and academic tests, and also were more likely to attend college or hold high-skill jobs, the researchers found. The program also helped participants' parents, with teen-age mothers far more likely to have completed high school after their babies received the intervention.

"The so-called efficacy question, whether you can affect development in the preschool years, is resoundingly answered in the affirmative,"Craig T. Ramey, director of the study, said at a news conference at the Department of Education. "It has become crystal clear that if you wait until age 3 or 4 you are going to be dealing with a series of delays and deficits that will put you in remedial programs."

The study of children on the lower rungs of society, called the Abecedarian Project, involved 111 African-American families in Chapel Hill, N.C., whose infants were medically healthy but, demographically, at risk for failure in school and beyond. Half the children were randomly assigned to full-time day care from infancy to age 5, while the others received only nutritional supplements and some social work. They attended comparable public schools from kindergarten on. With low adult-child ratios and a stable, professional staff, the educational program consisted of a series of 200 simple games focused on language development, starting with visual stimulus for tiny infants and leading to scavenger hunts and mazes for older toddlers.

Pediatricians and psychologists hope to use the barrage of new data to persuade Congress and the states to broaden access to care for poor families, particularly those on welfare, and to improve conditions and curriculum in the current cadre of day-care centers. The announcement comes amid increased attention to the issue, with a group of experts scheduled to meet here next week to applaud France's universal preschool program.

Although the newest findings will not be published until the spring, nearly 300 peer-reviewed articles based on the study, which began in 1972, have already appeared in a variety of academic journals.
The project has been praised by Hillary Rodham Clinton and other advocates of early childhood education, but criticized by other authorities who have attacked its research methods. "Most child care in America is borderline lousy and, at best, safe but not developmentally stimulating," said Michael H. Levine, who oversees early childhood development projects for the Carnegie Corporation in New York. "Whether or not there's a Government solution to providing high-quality care for all working families or not, there certainly needs to be a more balanced responsibility for responding to this research."

Abecedarian -- the word, echoing the ABC's, means novice learner-- found that children in the intensive educational program were more successful than their peers by virtually every measure:

Thirty-five percent of those in the day-care program attended a four-year college before their 21st birthday, compared with 14 percent of the comparison group.

At age 21, twice as many of the day-care graduates (40 percent) were still in school; 65 percent of those who received the intervention either had a good job or were in college, compared with 40 percent of the others. Fewer of the participants in the child care program had children of their own by age 21; those who

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did became parents, on average, past their 19th birthday, while the parents in the other group were about 17.

By age 15, twice as many of the children in the control group had been placed in special education classes as their peers who received the educational day care. Only 30 percent of the day-care children had to repeat a grade in school, compared with 56 percent of the others.

While test scores were below average for both groups and dropped over time, those in the child care program kept an edge of about 5 percentage points through age 21. The gap in I.Q., however, fell from about 17 points at age 3 to just 5 points by age 21.

The study did not find significant differences in criminal activity between the two groups, researchers said.

"This is the most intensely studied group of children on earth, "Dr. Ramey said, noting that researchers collected about 10,000 pieces of data about each child each year -- everything from viruses and bacteria in their respiratory systems to their participation in organized religion.

Dr. Ramey, now a professor of psychology, pediatrics and neurobiology at the University of Alabama at Birmingham, and his colleagues at the University of North Carolina, are vigorous advocates of early childhood education. They hope to continue tracking the participants to age 28 or 29. The research has been financed by the Department of Education and the State of North Carolina, among others.

The Abecedarian results echo results of several similar studies that indicate educational day care improves both academic achievement and social behaviors. It is the first program that began with infants-- aged 6 weeks to 4 months -- and followed them to adulthood, and shows more significant gaps at age 21 than a similar project, based in Michigan, that began with developmentally disadvantaged children aged 3 or 4.

"What's really important is that it's not just any child care, that it is high-quality early care and intervention," said Augusta S. Kappner, president of Bank Street College of Education in New York, who recently toured France with a group of 15 educators to study that country's program of universal free preschool. "What is high quality? Usually you're talking about the really important factors, such as the qualifications of the staff, the constancy of the staff, the quality of the curriculum, group size, parent participation."

The Abecedarian Project, based at the Frank Porter Graham Child Development Center in Chapel Hill, had a staff with qualifications akin to teachers in public schools, and virtually no turnover. Ratios ranged from 1 adult to 3 children to 1 to 7, depending on the children's ages.

The learning games, like waving a scarf over an infant until he grabs it, or leading a toddler to identify like items among several pieces of silverware, are integrated into a high-stimulus day of art projects and playground visits.

"Many of the learning games happen during mealtimes," said Joseph Sparling, co-author of the curriculum, which was published in two books. "They happen during diapering; they happen when you're going outdoors. You could hardly distinguish them from good adult-child interaction."

Abecedarian cost the equivalent of $11,000 per child per year in today's dollars, but researchers said similar results could probably be achieved for less, since there were extra expenses associated with being a demonstration project.

"The argument that we can't afford this is absolutely bogus," Dr. Ramey said. "We get what we pay for. We're the richest country on the face of the earth; we're the richest we've ever been. We're not No. 1 in the world in education, in health care, in social services."

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Appendix B

Colleges' Use of Child Care Financial Aid, 1998 - 2000

Colleges' Use of Child Care Financial Aid, 1998 - 2000

Background

During these two reporting years the State Board of Community Colleges distributed nearly 2.4 million dollars in child care financial aid to the colleges. Colleges were not restricted in how they used or distributed these funds. The information below and the tables on the fourth and fifth pages of this appendix provide summaries of how the colleges used these funds.

Number of Awards/Number of Students Assisted

The colleges made over 5,000 awards to 3,500 community college students. Okaloosa-Walton Community College used their funds to employ three part-time child care workers thereby extending assistance to another 37 students. Edison Community College provided an institutional match of nearly $115,000 that allowed an additional 122 students to receive assistance. Tallahassee Community College Foundation also provides a $10,000 match each year, but any additional students assisted were reported in the college totals.

Total Disbursement

The total amount of aid disbursed in reporting year 1998 - 99 was $1,273,324. This was $94,248 more than was allocated. Not all colleges spent their entire allocation. The majority of this was money carried forward from the 1997 - 98 Child Care Financial Aid allocation. The total amount in 1999 - 2000 was $1,064,703 with some colleges reserving funds for the subsequent year.

Average Award/Award Range

The average award was approximately $450. Actual awards ranged from as little as $28 to as high as $3,200 per student. The award range varied due to a number of factors including:

- the way aid was distributed (weekly, monthly, annually, or by semester)
- differences in the local awarding criteria
- differences in local child care cost
- student enrollment status (full- or part-time)
- student need

Funds Used at On-campus Child Care Centers

Fourteen colleges had on-campus child care centers. Twelve of the 14 colleges reported that at least some of the Child Care Financial Aid Funds were used at on-campus child care centers or were awarded to students with children enrolled in an on-campus child care center. At least three colleges awarded all (or nearly all) the aid to students using on-campus child care centers. Okaloosa-Walton used all of its aid to employ three part-time child care workers.

Other colleges gave priority to students using on-campus child care centers, but awarded most funds to students using off-campus facilities because space at on-campus facilities was limited or at capacity.

Most colleges awarded aid directly to qualified students who verified their child's enrollment with *any* child care center or provider. It was coincidental, but not surprising, that many of these students chose to use the child care centers on campuses. Most students reported peace of mind knowing that their children were close by and only in child care while the students were in classes. Other students cited the convenience of being able to bring their children with them in one trip to school. Some students reported a desire to use on-campus centers but found them filled to capacity.

Other Issues

Need for Additional Funds

Nearly all the colleges reported that students were extremely grateful for this type of assistance and that more financial aid of this type is needed. Some colleges asked that the cost of living be considered in the allocation formula, citing the higher costs of day care in some areas.

Award Processes

Each college used a unique process for awarding the aid to students. These processes ranged from an elaborate advisory/award panel that cross-checked all types of possible aid a student may be receiving from various agencies, to a process that simply awarded one set amount to students who demonstrated financial need.

Conclusions

The Child Care Financial Aid Allocation to Florida's community colleges is a needed and appreciated program that appears to be responsibly administered. The program helps students with direct expenses that hinder their ability to go to school or graduate from college.

Providing the dollars directly to the institutions with little restriction on how the funds may be used allows each college the flexibility it needs to apply the aid in the way it best serves the students and the college.

The program should be maintained and could only be improved by providing additional dollars to students.

Community Colleges' Use of 1998-1999 Child Care Financial Aid Dollars

Colleges	Number of Awards	Number of Students Assisted	1998-99 Allocation	1998-99 Total Disbursement**	Award Range	Average Award	Some $ to On-Campus CCC	Comments
Brevard	59	59	$45,472	$45,472	$48-400	$771	X	Approximately one-half of the awards were made to students using an on-campus CCC.
Broward	62	46	$85,441	$84,252	$1200-1600	$1,837	X	All aid was used at an on-campus CCC.
Central Florida	44	39	$21,102	$20,327	$37-375	$462	X	71% of the students were enrolled full-time; 18% of the aid was used at an on-campus CCC
Chipola	14	13	$8,217	$8,353	$200-1364	$643	X	Approximately 70% of the aid was used at an on-campus CCC.
Daytona Beach	125	125	$66,311	$40,253	$150-1500	$322	X	All aid was used at an on-campus CCC.
Edison	38	19	$28,547	$28,500	$750	$750	NC	An institutional match of $29,953 assisted an additional 26 students.
Florida Jacksonville	335	216	$104,119	$104,119	$56-2200	$311	X	197 awards were used at an on-campus CCC.
Florida Keys	19	7	$4,868	$4,868	$53-250	$256	NC	
Gulf Coast	66	24	$22,048	$22,048	$70-1205	$334	NC	
Hillsborough	217	152	$56,527	$54,155	$250	$250	NC	
Indian River	157	72	$50,993	$50,993	$50-1550	$700	X	Students are not directed to use any particular child care center.
Lake City	11	11	$10,914	$4,750	$250-500	$430	NC	
Lake-Sumter	11	11	$7,625	$5,500	$500	$500	NC	
Manatee	106	75	$23,256	$40,603	$40-500	$541	NC	
Maimi-Dade	497	355	$195,506	$180,901	$100-400	$363	X	A few students working at the on-campus CCC were awarded funds.
North Florida	8	8	$5,201	$4,102	$200-830	$513	NC	All eight students graduated.
Okaloosa-Walton	0	11	$22,206	$22,206			X	
Palm Beach	189	115	$53,945	$77,125	$125-500	$408	UK	$39,774 was carried forward from 1997-98.
Pasco-Hernando	40	40	$16,330	$21,664	$658	$658	NC	
Pensacola	89	72	$42,052	$42,052	$125-800	$472	X	12 of the 89 awards were used at an on-campus CCC.
Polk	20	10	$17,748	$13,440	$400-800	$650	UK	
St. Johns River	11	11	$12,839	$20,048	$716-1432	$716	NC	Funds were carried forward from 1997-98.
St. Petersburg	89	58	$62,635	$61,500	$500-1000	$691	NC	
Santa Fe	94	82	$47,655	$60,370	$195-1360	$742	X	Approximately 93% of aid was used at an on-campus CCC; $13,237 was carried forward from 1997-98.
Seminole	223	45	$37,625	$37,625	$48-526	$197	NC	All recipients were single parents; 11 graduated during 1998-99.
South Florida	42	28	$13,496	$16,482	$800	$588	X	Priority given to students with children in on-campus CCC; 11% of funds used at on-campus CCC.
Tallahassee	69	45	$34,239	$44,239	$200-1500	$641	NC	The TCC Foundation provided a $10,000 match.
Valencia	159	80	$82,159	$157,377	$360-3200	$990	NC	$79,183 was carried forward from 1997-98.
Total	2794	1829	$1,179,076	$1,273,324	$37-3200	$448	12	

*Okaloosa-Walton used the money to employ three part-time child care workers. Eleven students received reduced child care fees by using funds in this way.

** Total Disbursement may exceed the Total Allocation because some colleges used funds carried forward from 1997-98 or supplemented the allocation with other institutional funds.

NC = No on-campus Child Care Center; **UK** = Unknown whether funds went to an on-campus child care center.

Community Colleges' Use of 1999-2000
Child Care Financial Aid Dollars

College	Number of Awards	Number of Students Assisted	1999-00 Allocation	1999-00 Total Disbursement**	Award Range	Average Award	Some $ to On-Campus CCC	Comments
Brevard	43	43	$45,718	$36,112	$28-1814	$1,063	X	Unexpended balance retained by on-campus CCC's.
Broward			$85,444				X	All aid was used at an on-campus CCC.
Central Florida	46	46	$21,173	$16,635		$362	X	88% of the students were enrolled full-time.
Chipola	13	13	$7,535	$10,515	$352-1479	$809	X	Reflects 1998-99 carryover, some funds used by students at on-campus center.
Daytona Beach	82	82	$57,994	$56,776		$692	X	Unexpended funds carried over for usess CCFA in subsequent year.
Edison	152	76	$29,314	$114,000		$750	X	Institutional match of $ 84,686/1999-00 and $ 72,000 is committed for 2000-01.
Florida Jacksonville	169	169	$109,351	$109,351		$647	X	135 awards were used at an on-campus CCC, 3 evening and 132 day awards were made.
Florida Keys	7	7	$4,584	$4,584		$655	NC	
Gulf Coast	67	67	$21,882	$21,882		$327	NC	
Hillsborough	212	121	$53,288	$52,767	0 - $250	$249	NC	
Indian River	164	88	$52,766	$52,766	$50-1550	$600	X	Students are not directed to use any particular child care center.
Lake City	61	61	$10,025	N/R	$500-1000	N/R	NC	
Lake-Sumter	23	23	$7,838	$11,500	$500	$500	NC	1998-99 carryover included.
Manatee	53	53	$23,593	$23,593		$445	NC	
Miami-Dade	313	313	$194,534	$164,514	$100-400	$526	X	1998-99 carryover included.
North Florida	10	10	$5,820	$5,820		$582	NC	7 awardees completed their programs; 2 are continuing students.
Okaloosa-Walton	0	0	$23,225	$23,225			X	Day care center provided services to 26 children of WAGES Clients.
Palm Beach	20	20	$54,373	$6,500	$300-500	$325		Carryover funds to be used to subsidize child care center opening at North campus Fall 2000.
Pasco-Hernando	30	30	$16,135	$16,000	$100-300	$533	NC	
Pensacola	78	78	$40,445	$40,445	$50-800	$519	X	
Polk	0	0	$18,049	$7,492	$400-800			Shared child care center costs with Traviss Vo-tech, carryover reserved for program growth.
St. Johs River	25	25	$14,012	$14,012	$140-1120	$560	NC	
St. Petersburg	107	107	$60,146	$61,082	$500-1000	$571	NC	
Santa Fe	54	54	$49,072	$48,041	$629-1360	$890	X	$1,031 carryover to 1999-2000.
Seminole	410	42	$39,311	$39,311		$936	NC	All receipients were single parents; 23 graduated during 1999-00.
South Florida	34	18	$13,719	$13,440	0-$800	$395	X	
Tallahassee	52	52	$35,440	$45,440	$1200-2400	$874	NC	The TCC Foundation provided a $10,000 match.
Valencia	65	65	$82,922	$68,900	$250-3000	$1,060	NC	$3,965 was carried forward from 1997-98.
Total	2290	1663	$1,177,708	$1,064,703	$28-3200	$455	12	

*Okaloosa-Walton used the money to employ three part-time child care workers. Eleven students received reduced child care fees by using funds in this way.
** Total Disbursement may exceed the Total Allocation because some colleges used funds carried forward from 1997-98 or supplemented the allocation with other institutional funds.
NC = No on-campus Child Care Center; **UK** = Unknown whether funds went to an on-campus child care center, **NR** = Not Reported

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